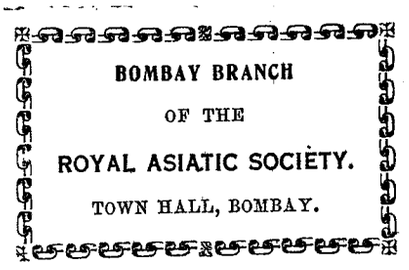
Report on the Public Instruction in Bengal 1914-15, 1915-16 and Quinquennial for 1912-13 to 1916-17. with Supplement


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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR

1914-15.

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR

1914-1915.

CHAPTER I.

Introductory.

Total number of schools and pupils.

1. The year under review is marked by an increase in the number of pupils and schools, both public and private. Public schools increased from 40,568 to 42,298, or by 1,730, and their pupils from 1,687,747 to 1,736,967, or by 49,220 ; private schools from 2,267 to 2,374 or by 107, and their pupils from 59,861 to 62,922, or by 3,061. The total number of institutions, public and private, now stands at 44,672 and of pupils attending them at 1,799,889, as compared with 42,835 and 1,747,608 of the preceding year. Of the total number of pupils 1,535,679 were males and 264,210 females against 1,502,318 and 245,290.

Different classes of public institutions.

2. The number of arts and professional colleges remained at 51, but the number of high schools increased from 596 to 627, of middle schools from 1,874 to 1,930, of primary schools from 34,508 to 35,962, and of special schools from 3,539 to 3,728.

Classification of public institutions according to management.

3. Classified according to management, 413 of the public institutions were under the direct management of Government, 2,848 under that of District Boards and Municipalities, and 6 were maintained by Native States. Of the 39,031 privately-managed institutions 32,554 were returned as aided and 6,477 unaided.

Total expenditure on public instruction.

4. The total expenditure on public instruction for the year was Rs. 2,54,34,128, of which Rs. 1,57,77,240 represented direct and Rs. 96,56,888 indirect expenditure. The expenditure from Provincial Revenues was Rs. 87,02,910 ; from District Boards, Municipalities and Native States Rs. 24,33,947 ; Rs. 1,68,228 and Rs. 4,253, respectively. The income from fees was Rs. 1,04,76,627 and from subscriptions, endowments, etc., Rs. 36,48,163. The position in regard to expenditure on education from these sources in the preceding year is shown below :—

	Rs.
Provincial Revenues	64,99,336
District Boards	22,22,587
Municipal Boards	1,69,839
Native States	7,329
Fees	95,50,070
Subscriptions, endowments, etc.	36,27,434
Total ...	2,20,76,595

A comparison of these figures shows an increase of expenditure under the heads "Provincial Revenues," "District Funds," "Fees" and

"Subscriptions, endowments, etc.," and a decrease under the heads "Municipal Funds" and "Native States Revenues." The most noticeable increase was under the head "Provincial Revenues," and is explained mainly by the large expenditure incurred from Imperial grants on recurring and non-recurring purposes. There was a general increase of expenditure from this source on all branches of education, the largest increase, amounting to about Rs. 12½ lakhs, occurring under the head "Buildings." The other marked increases (Rs. 1,52,823, Rs. 2,14,395. Rs. 1,71,447, and Rs. 1,39,705) were on colleges, secondary schools, university and inspection. The promotion during the year under report of a number of departmental officers to higher grades with retrospective effect is responsible for a large increase in expenditure from this source. The increase under the head "District Funds" is due to the additional contributions made to District Boards from Imperial allotments for recurring and non-recurring projects in connexion with the improvement of primary education and to the utilization of the unspent balances of the previous year's capital grants for the erection of board primary school buildings. The increase in "Fees" points partly to the increase in the number of schools and scholars and partly to the raising of fee-rates in certain schools, and that in "Subscriptions, endowments, etc.," to the greater interest now taken by the general public in educational matters. The decreases under the heads "Municipal Funds" and "Native States Revenues" call for no explanation.

CHAPTER II.

Controlling Agencies.

Indian Educational Service.

5. On the 31st March 1915 the Indian Educational Service cadre contained 47 posts on ordinary rates of pay and 3 on special rates of pay. No change was made in the cadre during the year, but since the close of the year a new inspecting post in the Indian Educational Service has been created with retrospective effect.

Provincial Educational Service.

6. On the 31st March 1914 the Provincial Educational Service cadre consisted of 154 posts. During the year 4 posts, 3 permanent and 1 temporary, were added. Of these 2 were for professors of history at the Rajshahi College and 1 for an additional professor of philosophy at the Presidency College. The temporary post was for the Lady Principal of the Training School for Female Teachers, Calcutta. The strength of the service on the 31st March 1915 was thus 157 permanent posts and 1 temporary.

Subordinate Educational Service.

7. On the 31st March 1914 the Subordinate Educational Service cadre was 812 strong. During the year 4 posts were added, 1 for an additional lecturer on philosophy and logic at the Rajshahi College, 1 for an additional laboratory assistant at the Krishnagar College, 1 for a lecturer in mathematics at the Hooghly College, and 1 for a laboratory assistant at the Chittagong College. On the 31st March 1915 the Subordinate Educational Service cadre contained 816 posts.

Lower Subordinate Educational Service.

8. The Lower Subordinate Educational Service cadre consisted of 758 appointments on the 31st March 1915.

Officers not within the classified lists.

9. The number of posts outside the grades on the 31st March 1915 was 386, of which 8 posts were created during the year. One post was included in this number in consequence of the transfer of an officer from the office of the Director of Public Instruction, Bihar and Orissa, to Bengal. Of officers outside the grades, 21 drew salaries of Rs. 200 or more, and 365 salaries ranging from Rs. 15 to Rs. 150.

Direction.

10. The question of the appointment of an additional Assistant Director of Public Instruction for Bengal is still under the consideration of Government, and final orders have not yet been passed. A temporary post for such an officer has been created for a period of six months.

11. The table below shows the strength of the inspecting agency on the 31st March 1915 :— **Inspecting agency.**

DIVISION.	Inspectors and Additional Inspectors.	Assistant Inspectors (including those for Muhammadan Education).	Deputy and Additional Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.	Assistant Inspectresses.		Inspectresses.
Burdwan ...	3	5	21	73	17	2	1	1
Presidency (excluding Calcutta).	3	4	11	44	9	2		
Calcutta	1	...	2	3	...	1		
Dacca	3	4	18	54	7	2		1
Chittagong ...	2	3	9	34	2	1		
Rajshahi	1	3	14	41	2	1		

There were also employed 11 assistant sub-inspectors and 142 inspecting *pandits* (including inspecting *maulvis* and *munshis*) or *guru*-instructors, who do not render qualifying service.

CHAPTER III.

Collegiate Education.

Arts Colleges.

12. As in the preceding year the arts colleges in the Presidency numbered 34. Classified according to management 8 were Government colleges, 1 Municipal and 25 private—14 of the last-mentioned being aided and 11 unaided. The only change during the year was in the number of aided and unaided colleges in consequence of the transfer of the Edward College, Pabna, from the unaided to the aided list. The number of students nevertheless rose from 14,746 in 1913-14 to 15,921—an increase of 1,175 distributed among Hindus 975, Muhammadans 181, and other races 19. **Colleges and students.**

13. Direct expenditure on arts colleges aggregated Rs. 18,06,536 against Rs. 16,13,511 in the previous year—an increase of Rs. 1,93,025. Towards this total Provincial Revenues contributed Rs. 6,90,827 against Rs. 5,63,135 in the preceding year; fees contributed Rs. 9,19,470; and other sources Rs. 1,96,239. The expenditure on Government colleges was Rs. 8,49,672 against Rs. 7,49,000 in 1913-14, and on grants-in-aid to private colleges Rs. 1,36,396 against Rs. 93,032. **Expenditure.**

14. Of the total grant of Rs. 1,29,000 annually available from Imperial funds for the improvement of private colleges in the Presidency, Rs. 5,602 was given to the University to meet a deficit in connexion with the maintenance of students' messes in Calcutta, and the balance was distributed, on the recommendation of the Syndicate, chiefly in library, laboratory and equipment grants. **Imperial grants.**

The scheme for the provision of hostels for Calcutta colleges from Imperial grants for the purpose made in 1911-12 and 1912-13 which embraces 13 hostels, collegiate and non-collegiate, progressed so far by the end of the year under report that sites were acquired for 5 hostels, while grants for the construction of buildings had been given out in 5 cases in which no land acquisition was necessary.

Government Colleges.

15. There were 937 students on the rolls of the college on the 31st March 1915 against 923 on the corresponding date in 1914. Of these 814 were Hindus, 121 Muhammadans and the rest belonged to other races. The affiliation of the college was extended with effect from the beginning of the **Presidency College.**

session 1914-15 in philosophy up to the M.A. standard and in physiology to the M.A. and M.Sc. standards. As regards internal administration, there was definite and satisfactory advance in the work of *seminars*. The re-presentative committee of students, instituted in the preceding year, came into full operation during the year of report. It met seven times and proved of value in various ways, especially in the organisation of a first-aid class.

The plans and estimates amounting to Rs. 2,72,312 for the new Hindu hostel were approved during the year, but the work of construction has been deferred pending the restoration of normal financial conditions.

Dacca College.

16. On the 31st March 1915 there were 787 students against 780 on the 31st March 1914. This number included 165 Muhammadans and one Christian.

Rajshahi College.

17. The number of pupils on the 31st March 1915 was 774 against 761 of the preceding year. Of these 630 were Hindus, 143 Muhammadans and 1 Indian Christian. A maximum limit to the number of admissions was fixed at 750, owing to limited accommodation in both class rooms and attached hostels and messes. Consequent on extension of affiliation of the college to the honours standard in history with effect from July 1914, the staff was strengthened by the appointment of two additional professors in the subject.

Chittagong College.

18. The enrolment of the college on the 31st March 1915 was 213 against 172 of the preceding year. The new Hindu hostel, which was under construction in the previous year, is now occupied.

Hooghly College.

19. The number of students on the rolls on the 31st March 1915 was 230 against 213 of the preceding year. The appointment of an additional lecturer in mathematics in September 1914 did away with the hitherto unsatisfactory arrangement under which the headmaster of the collegiate school assisted in the teaching of this subject in the college classes. The new block in the Hindu hostel providing accommodation for 24 boarders was completed during the year at a cost of Rs. 20,210. The extension of the chemical laboratory was carried out at a cost of about Rs. 11,500 to meet the requirements of the B.A. and B.Sc. affiliation in chemistry.

Krishnagar College.

20. The number of students on the rolls of the college on the 31st March 1915 was 185 against 177 of the preceding year. The post of an additional laboratory assistant was created during the year.

Sanskrit College.

21. There were 167 students on the rolls of the college on the 31st March 1915 against 145 on the same date of the preceding year.

CHAPTER IV.

The Secondary Education of Indian Boys.

Schools and pupils.

22. There was an increase of 83 schools in the total number of secondary schools for boys, though middle vernacular schools continued to decline. The number of high schools increased from 559 to 588, of middle English schools from 1,358 to 1,449, while middle vernacular schools decreased from 451 to 414. The increase in the number of secondary schools has been accompanied by a corresponding increase in the number of pupils, but the increase is confined to high and middle English schools, being more marked in the former. On the 31st March 1915 there were 189,265, 153,936 and 21,912 pupils on the rolls of high, middle English and middle vernacular schools against 179,986, 150,226 and 29,010, respectively, on the corresponding date of the year before. Classified according to stages of instruction, 79,127 of the pupils were in the high, 91,300 in the middle, and 197,686 in the primary stage as against 70,422, 83,725 and 205,075, respectively.

Expenditure.

23. The total direct expenditure on secondary schools for boys increased from Rs. 55,36,217 in 1913-14 to Rs. 62,32,449 or by Rs. 6,96,232. This increase is largely due to the improvements effected during the year in aided and unaided schools, and is shared between Provincial Revenues, District

funds, fees, and subscriptions, endowments, etc., while the expenditure from Municipal funds shows a slight falling off, the figures being Rs. 6,25,597; Rs. 1,91,105; Rs. 45,68,652; Rs. 8,30,328 and Rs. 16,767 as compared with Rs. 4,86,385; Rs. 1,80,033; Rs. 40,90,417; Rs. 7,60,466 and Rs. 18,916, respectively.

Improvement of secondary education.

24. A scheme for the utilization of the recurring Imperial grant of Rs. 2,26,000 announced during the year 1913-14 for the improvement of secondary education was approved by Government with effect from 1st January 1915. It provided for the grant of local allowances to the headmasters, assistant headmasters, headmistresses and assistant headmistresses of Government high schools (including the Anglo-Persian Departments of Government *madrassahs*) belonging to the Subordinate Educational Service, and to the headmasters and headmistresses of middle schools, pending the introduction of a general scheme for the improvement of secondary education. Meanwhile out of the assignment of Rs. 2,26,000 for the year 1913-14, which, pending the formulation of a scheme for its distribution, was earmarked for the financing of building projects in connexion with secondary schools and for purchase of furniture for Government schools, a sum of about Rs. 2,14,000 was spent during the year for the improvement of existing buildings, the construction of new buildings and for the acquisition of sites. An expenditure of Rs. 1,03,000 was also incurred for the same purpose out of (1) the lump provision of Rs. 5,11,000 for non-recurring expenditure, which represents a portion of the unspent balance of the grant of Rs. 29,58,000, the share of the several divisions of the Presidency out of the Imperial grants made in 1911-12 to the Provinces of Bengal and Eastern Bengal and Assam, and of (2) Rs. 5,41,000, the unspent balance of Rs. 7,00,000 for colleges, secondary schools and training institutions. Besides these, a sum of Rs. 70,000 was also spent, out of the unspent balance of Rs. 20,50,000 for hostels and students' residence in Dacca, on the acquisition of the old Criminal Investigation Department office building at Dacca for the accommodation of the Anglo-Persian Department of the Dacca Madrassah.

The Hastings House School.

25. The scheme for the establishment of a residential school for Indian boys, which was submitted to the Government of India in the previous year, received the sanction of the Secretary of State during the year under report.

High schools.

26. These schools steadily increase in number. The increase was specially marked during the year in the Presidency and Chittagong divisions, where the number rose by 12 and 11, respectively. This is explained partly by the growing desire of the public for English education and partly by the high percentage of passes at recent Matriculation examinations.

The general level of teaching in secondary schools continues to be unsatisfactory; this is specially true of the teaching of English. The work of a school master is arduous and thankless and the remuneration which it offers is poor. Hence those who are possessed of even moderate academic qualifications and ambitions will not adopt it as a profession.

Little attention is paid to hygiene in the schools. As in the preceding year, lectures on sanitation with special reference to "malaria, its cause and cure," illustrated by slides, were delivered in selected high schools, and were attended by pupils and the public. The results were said to be satisfactory.

Middle schools.

27. Middle English schools increased in number, while middle vernacular schools decreased in strength and efficiency. The unpopularity of the latter is commonly attributed to the prohibition of the teaching of English and to the abolition of the public examination at the end of middle school course. It is reported that in the Dacca Division middle vernacular schools have been surreptitiously teaching a little English to guard against a total migration of pupils to neighbouring high English and middle English schools.

Circle schools.

28. The necessity for these schools has disappeared, and inspecting officers report difficulties in the way of keeping them alive. They do not serve any useful purpose except in a few backward districts.

Manual instruction.

29. A scheme for the introduction of manual training in 28 selected high and *zilla* schools was formulated during the year.

CHAPTER V.

The Primary Education of Indian Boys.

Schools.

30. The number of primary schools for boys increased from 27,461 in 1913-14 to 28,327 during the year under review, that is, by 866. Of these 28,327 schools 3,219 were returned as upper primary and 25,108 as lower primary. Of the upper primary schools 1,826 were returned from Western Bengal and 1,393 from Eastern Bengal, and of the lower primary schools 10,591 were returned from Western Bengal and 14,517 from Eastern Bengal. The corresponding figures for the preceding year were :—

Western Bengal—upper primary	...	...	1,839
Ditto —lower ditto	...	...	10,786
Eastern Bengal—upper ditto	...	...	1,425
Ditto —lower ditto	...	...	13,411

A comparison of these figures will show that the increase in the number of primary schools is confined to Eastern Bengal. Upper primary schools have decreased in the Dacca, Chittagong and Burdwan Divisions. In the Presidency Division the number of these institutions remained stationary. In the Rajshahi Division there was an increase of 7 schools only. The Burdwan Division alone showed a decrease in lower primary schools. In other divisions there was a general increase, though it was smallest in the Presidency Division.

Pupils.

31. The number of pupils attending primary schools for boys on the 31st of March 1915 was returned as 1,046,694 as against 1,027,684 on the same date of the preceding year. Of these 164,130 were in upper primary schools and 882,564 in lower primary. The corresponding figures for the preceding year were 171,664 and 856,020. A comparison of these figures shows that there has been a decrease of 7,534 in the number of pupils attending upper primary schools and an increase of 26,544 in that of the pupils attending lower primary, the net increase being 19,010 pupils during the year under review. The loss of pupils in upper primary schools was shared by all the divisions of the Presidency. It was smallest in the Dacca Division and greatest in the Burdwan and Chittagong Divisions. The number of pupils in lower primary schools increased considerably in the three divisions of Eastern Bengal, but showed a falling off in the two western divisions, the net increase of 19,010 pupils in the total figures for the Presidency being due to the large increase in the strength of lower primary schools in Eastern Bengal. It may be mentioned here that the figures quoted above refer only to primary schools ; they do not take into account the pupils reading in the primary classes of secondary schools. The total number of such pupils on the 31st of March 1915 was 197,686 against 205,075 of the previous year ; this represents a falling off of 7,389 pupils in the primary stage of secondary schools during the year under review. The total number, however, of pupils in the primary stage of instruction was 1,244,380 at the end of the year under review against 1,232,759 of the preceding year. These figures show that, in spite of a decrease of 7,389 pupils in the primary classes of secondary schools, there has been a net increase of 11,621 in the number of pupils under primary instruction.

Causes of decline.

32. The decrease of upper primary schools and of pupils reading in them is mainly attributed to the unpopularity of purely vernacular education and to the consequent withdrawal of many boys from primary to high and middle English schools, this being specially the case in places where high and middle schools are easily accessible. In Eastern Bengal upper primary schools are also declining in popularity, owing to the fact that the course in the highest class consists merely of revision of work done in lower primary standards. The reasons for the conspicuous decrease in the number and strength of the primary schools in the Burdwan Division are stated to have been the prevalence of cholera, small-pox and some other epidemic diseases

in some of the districts and bad harvests after the heavy flood of last year in others. The loss of pupils in lower primary schools in the Presidency Division has been chiefly attributed to poverty among the lower classes consequent on the failure of the *aman* crop and on the decline in the jute trade. These causes have also acted unfavourably in Eastern Bengal, but the effects do not appear to have been so marked there. Upper primary schools are declining steadily, and it seems desirable either to merge the upper primary class in the middle stage or to reorganize the middle vernacular course so as to make it extend over three years and to do away with the distinction between upper and lower primary schools.

Relative numbers of Hindus and Muhammadans under instruction.

33. Of the total number of pupils attending primary schools for boys on the 31st March 1915, 539,978 were Hindus and 487,259 Muhammadans. The corresponding figures on the 31st March 1914 were 547,335 and 461,711. From these figures it will appear that during the year under review the number of Hindu pupils decreased by 7,357 or 1·3 per cent., while the number of Muhammadan pupils increased by 25,548 or 5·5 per cent. The Hindus have now 32·2 per cent. of their boys of school-going age in primary institutions and the Muhammadans 25·6 per cent. The figures for the previous year were 32·6 and 24·3 per cent., respectively. There has thus been some appreciable increase in the number of Muhammadan pupils attending primary schools, but this is not very marked when we consider that in Eastern Bengal, where the number of primary schools has increased, the population is predominantly Muhammadan.

Expenditure.

34. The total direct expenditure on primary schools for boys during the year under report was Rs. 34,04,979. Of this amount Rs. 1,66,902 or 4·9 per cent. came from Provincial Revenues ; Rs. 12,39,320 or 36·4 per cent. from District funds ; Rs. 53,701 or 1·6 per cent. from Municipal funds ; and the remainder, Rs. 19,45,056 or 57·1 per cent. from fees and other sources. In the year 1913-14 the total expenditure amounted to Rs. 32,30,570, of which Rs. 1,48,502 or 4·6 per cent. came from Provincial Revenues ; Rs. 10,77,290 or 33·4 per cent. from District funds ; Rs. 51,153 or 1·5 per cent. from Municipal funds ; and the remainder, Rs. 19,53,625 or 60·5 per cent. from fees and other sources. The total increase in direct expenditure during the year under review was Rs. 1,74,409. The most marked increase is shown under the head "District funds," and is attributed mainly to the additional contributions made to District Boards from Imperial grants. A description of these grants is given below.

Imperial grants. (1) The six lakhs grant.

35. The Imperial recurring grant of Rs. 6,00,000 was utilised for the enhancement of pay of primary school teachers and for the maintenance of board primary schools built during the year 1912-13. The actual amounts distributed were as follow :—

	Rs.
(*a*) For the increase of pay of trained teachers by Rs. 3 per mensem and of all untrained teachers by Re. 1 per mensem	4,61,832
(*b*) For the maintenance of board schools started during the year 1912-13	96,164
Total ...	5,57,996

Out of the balance available (Rs. 42,004), a sum of Rs. 11,491 was sanctioned for the reconstruction and repairs of middle vernacular school buildings in the Burdwan and Presidency Divisions and an additional grant of Rs. 396 was made to the Bankura district for increasing the pay of aided primary school teachers at the sanctioned rates stated above. A further sum of Rs. 17,246 was given out by way of assistance to several District Boards for the repair and construction of board primary schools.

(2) The grant of Rs. 3,65,000.

The recurring expenditure of the Rs. 3,65,000 grant of 1913-14 became operative for the first time in the year under review. The full grant could

not be utilised in 1914-15 as the *guru*-training school improvement scheme was still under the consideration of Government. However, the major part of this grant was spent. The objects to which it was devoted are indicated below :—

	Rs.
(*a*) The maintenance of board schools built in 1913-14 ...	89,520
(*b*) The increase of pay of trained teachers in aided primary schools by Re. 1 per mensem	45,972
(*c*) The enhancement of stipends to *guru*-pupils ...	32,180
Total ...	1,67,672

A sum of Rs. 24,184 was granted to the District Boards of Mymensingh, Bakarganj and Rangpur out of the general savings of this grant to enable them to close the account of 1913-14 for the construction of board primary schools. The District Board of Mymensingh received a further grant of Rs. 28,512 out of these savings.

(3) The grant of Rs. 2,85,000.

The redistribution of this special Imperial recurring grant of Rs. 2,85,000 for Eastern Bengal was as follows :—

		Rs.
(*a*) Female education		55,200
(*i*) Aid to girls' schools ...	47,000	
(*ii*) Capitation grants to girls in mixed schools	8,200	
(*b*) Muhammadan education		34,500
(*i*) Aid to *maktabs* and *Koran* schools	31,300	
(*ii*) Capitation grant for Urdu teaching	3,200	
(*c*) The maintenance of board schools		1,09,000
(*d*) The upkeep of board primary school buildings ...		86,300
Total ...		2,85,000

(4) The equipment grant.

A capital grant of Rs. 1,18,075 was distributed for the equipment of primary schools, both in West and East Bengal.

Improvements.

36. The following measures were adopted during the year under report :—

(1) A further increase of pay of trained teachers in aided primary schools by Re. 1 per mensem in addition to Rs. 3 per mensem, provided out of the six lakhs grant.

(2) The general increase of stipends to *guru*-pupils to a uniform rate of Rs. 10 per mensem.

Conclusion.

37. The general position is that funds are not available for an adequate and efficient system of primary education. The further expansion of the *panchayati* union scheme, the provision of buildings for primary schools and the increase of teachers' pay to the minimum which efficiency demands are among the urgent needs that the Department has to face. Apart from these there is another vital question—the co-ordination and simplification of the two distinct curricula obtaining in two parts of the Presidency. Messrs. Biss and Dunn were placed on deputation to work out preliminaries in this connexion. The matter is still under consideration, but it is hoped that definite proposals will be placed before Government before long.

CHAPTER VI.

The Training of Teachers for Indian Schools.

Introductory.

38. This chapter deals with institutions for the training of masters for Indian schools, those for mistresses being dealt with in Chapter VIII. There are now in this Presidency 3 training colleges, 6 normal schools, 116 *guru*-training schools and 4 special training classes.

The David Hare Training College.

39. In October last Mr. Mercer joined the college staff as Vice-Principal. He is especially qualified to teach science, mathematics and geography. The college has two visiting professors—Dr. Segard, Physical Director of the Young Men's Christian Association, and Mr. P. C. Ghosh of the Calcutta School of Art. Dr. Segard has given weekly lectures in connexion with physical education and Mr. Ghosh has given instruction twice a week in blackboard drawing. Mr. H. A. Stark gave a course of lectures on "The History of Education in Bengal during the last 100 years." The number of students under training during the year under review increased to 32. Of these 6 came from Bihar and Orissa, 2 from Hyderabad, and the rest from Bengal. Of the 32 candidates who appeared at the last B.T. examination, 26 passed. A detailed scheme for the reconstruction of the college on a new site at Ballyganj has been worked out and duly submitted to Government. The land has already been acquired. The total direct cost of the college during the year under review was Rs. 36,425, the whole of which was met from Provincial Revenues.

Dacca Training College.

40. During the year 47 students, including 14 inspecting officers, 25 Government school teachers, 5 aided or board school teachers and 3 outside candidates, were under training. There were 21 students in the B.T. class and 26 in the L.T. class. Out of 21 students in the B.T. class one was a Muhammadan and another a Christian, while out of 26 students in the L.T. class 5 were Muhammadans. One B.T. student was deputed by the Government of Hyderabad. At the B.T. examination 21 candidates sat and 18 passed. At the L.T. examination 14 sat and 11 passed. The practical teaching is still unsatisfactory owing to lack of practising facilities. The Armanitola Government High School has only 8 classes available for practice, the Matriculation class being hardly ever used for this purpose. It is necessary that further provision should be made for the students' practical teaching. Electric light and fans have been installed in the college premises. Proposals for the reorganisation of the college have long been under the consideration of the Department, and Government have been addressed on the subject of the establishment of a new training college and demonstration school. The nature study class for the training of vernacular teachers for the improved type of *guru*-training schools in Eastern Bengal continues to be under the control of the college. Dr. N. Gupta was in charge. There were 19 students, of whom 18 passed the examination. The total direct cost of the college was Rs. 59,014 and that of the nature study class was Rs. 7,941, the whole of which was met from Provincial Revenues. In the period under review the L.T. course was reduced to one year.

The L.M.S. class at Bhowanipur.

41. There is a small training class at Bhowanipur teaching up to the L.T. standard. This class had 7 students on its rolls on the 31st March 1915. During the year Government paid Rs. 1,480 towards its maintenance.

Training schools for vernacular masters.

42. There are 5 Government training schools of the first grade in the Presidency, one in each of the five divisions. In addition to these, there is one aided school at Krishnagar under the management of the Church Missionary Society. These schools are intended for the training of vernacular masters for the vernacular classes of secondary institutions and for the *guru*-training schools. Students are prepared for departmental examinations which still differ in the two parts of the Presidency. The Eastern Bengal schools still follow the two years' course, while in Western Bengal the course extends over three years.

The following table summarises the facts with reference to the various training schools :—

Name of school.	Number under training.	Number appeared at the final examination.	Number passed at the final examination.	Total cost to Provincial Revenues.
				Rs.
1. Calcutta Training School ...	87	25	22	22,447
2. Hooghly Training School ...	83	22	21	15,612
3. C. M. S. Training School (Krishnagar).	25	4	2	2,400
4. Rangpur Training School ...	52	20	9	15,056
5. Chittagong Training School ...	70	32	21	14,190
6. Dacca Training School ...	122	51	30	21,043
Total ...	439	154	105	90,748

The annual outturn of trained teachers was 105 against 74 in 1913-14, thus showing a marked improvement ; but the results are still unsatisfactory. One hundred and five trained men were secured at a cost of Rs. 90,748 or nearly a lakh of rupees, and the practical value of these training courses, as shown in the work of the teachers who have passed through them, leaves much to be desired. The question of the reorganisation of the first grade vernacular training schools is engaging the attention of the Department.

Guru-training schools.

43. The total number of *guru*-training schools was 116—77 in Western Bengal and the rest in Eastern Bengal. Of these 116 schools, 6 were exclusively reserved for the training of *mianjis* or *maktab* teachers : 3 in the Presidency, 2 in the Burdwan and 1 in the Chittagong Division. At the end of the year there were 1,896 *gurus* under training in these institutions. Of these, 1,120 appeared at the final examination and 785 passed. Government have been addressed with a view to the amalgamation, on the lines of the Eastern Bengal scheme of 1908, of the two systems which still obtain in the Western and Eastern sections of the Presidency. The stipends of the *gurus* under training have been enhanced to a uniform rate of Rs. 10 per mensem. The new scheme seeks to provide *guru*-training schools with an improved staff, extended accommodation, play-grounds and gardens, and will involve considerable expenditure, both recurring and non-recurring. The *guru*-training school at Jalpaiguri has been working under the new scheme. In Eastern Bengal several schools of this new type have already been built. It will, however, take time to provide all the schools with improved buildings. The great defect of the present arrangement is the inadequate facilities for the practical teaching work of the students under training.

Out of the Imperial grants a sum of Rs. 1,01,852 was spent on capital charges for *guru*-training schools during the year under review.

CHAPTER VII.

Professional and Technical Education.

Law colleges and classes.

44. The number of law colleges and classes remained unchanged at 10, but the number of students attending them increased from 2,043 to 2,401. Of these 2,220 were Hindus, 164 Muhammadans and 17 belonged to other races. The most important of the institutions is the University Law College, Calcutta, which had 1,867 students on its rolls on the 31st of March 1915 against 1,533 on the corresponding date of the year before. The total direct expenditure on all the colleges and classes was Rs. 1,96,554, of which Rs. 1,58,335 was incurred on the University Law College alone. At the B. L. Final examinations held during the year,

475 candidates appeared and 267—249 Hindus and 18 Muhammadans—passed.

Pleaders' Survey examination.

45. During the year under review there were 14 students in the short training class at Sibpur and 8 at Dacca. At the examination held in February 1915, 7 candidates passed out of 30.

Survey education.

46. A special committee was appointed to consider this question, and their report is now under consideration.

Civil Engineering College, Sibpur.

47. In the engineering department, the total number of students was 92 against 103 and 97 in the two preceding years. Twenty-four students were admitted during the year. The total admission in the apprentice department numbered 73. Of 177 students attending this department 140 were Hindus and 37 Christians. In the electrical and mechanical engineering branch there were 63 students. The session of the mining branch opened with 10 students, viz., 7 in the third-year class and 3 in the fourth year. At the Colliery Managers' Certificate examination this year 7 students passed, all in the second division. In the workshops the value of the work turned out amounted to Rs. 20,691, including Rs. 2,042 from foundry receipts. The industrial classes for training young artisans had an average attendance of 39; 5 artisans left during the year, their earnings amounting to Rs. 1,348. The chemical department was, as during last year, in charge of the professor of tinctorial chemistry. In the department of tinctorial chemistry there were 4 regular students—3 in the first year and 1 in the second. Sanction was received during the year from the Secretary of State to the continuance of the dyeing classes till the close of the session commencing in November 1916. The total direct expenditure on the college during the year was Rs. 2,31,243, of which Rs. 2,06,488 came from the public funds.

Dacca School of Engineering.

48. The following new admissions were made during the year under review :—

1st year	Sub-Overseer class	23
2nd „	Ditto do.	41
3rd „	Overseer class (civil branch)	47
3rd „	Ditto (mechanical and electrical branch)	5
4th „	Ditto (civil branch)	40

The survey classes have been abolished, and pending their reconstitution on an improved basis no new admissions will be made. The total market value of the work turned out from the workshops was Rs. 1,037 for outside work, Rs. 3,283 for improvement of the workshop itself, and Rs. 240 for work done at the school buildings and hostels.

Government Weaving Institute, Serampore, and outlying centres.

49. The session opened with 23 students in the higher classes and 83 in the artisan class. The average number of boarders residing in the hostels during the year was 56. During the year under review, steady progress has been made both at the institute and the outlying centres. Government sanction has been accorded to the installation of a small power-driven factory at a cost of Rs. 11,026, to enable the students to receive a more practical training, and the necessary machinery has been ordered. The question of the site on which the power factory is to be installed is under the consideration of Government. The total cost to Government for the institute during the year was Rs. 40,689, including the cost of the power factory. At the Malda Government Weaving school the expenditure for the year was Rs. 1,178, at Cox's Bazar Rs. 1,133, and at Bankura Rs. 1,243. The average number of pupils in these outlying schools was 14, 13 and 12, respectively.

Government Commercial Institute, Calcutta.

50. There has been an improvement in the standard of admissions as compared with previous years. The number of pupils who joined the school during the year was 54 in the 1st-year class and 17 in the 2nd year. In the evening classes there were altogether 148 students, of whom 38 took advanced subjects. In the final examination of the day course, 14 appeared and 4 passed. The total cost of the institute for the year was Rs. 30,487. During the year under review a special grant of Rs. 8,100 was made to the school for the purchase of modern standard typewriters of different makes, and the addition of 19 new typewriters has contributed considerably to the

efficiency of the instruction. The opening of a class in accountancy has been sanctioned since the close of the period under review. The question of constituting a Governing Body with defined powers in place of the existing Commercial Advisory Board is being considered.

Government School of Art, Calcutta.

51. There were 284 students on the rolls on the 31st March 1915, as against 262 in the previous year. Of these students 23 were studying lithography and 5 wood engraving. In the hostel there were 32 boarders. During the year 29 students have obtained remunerative employment and are working satisfactorily in different branches of art.

Schools for juvenile offenders.

52. The question of imparting education to juvenile offenders was under the consideration of Government throughout the year.

Joint Technical Examination Board.

53. The introduction at the Goëthals Memorial Orphanage, Kurseong, of the special first-year class of the 3 years' course in the mechanical and electrical branch of the Overseer examination has been sanctioned by Government. At the Overseer examination 84 candidates passed out of 109, or 77·1 per cent., and at the Sub-Overseer examination 81 passed out of 145, or 55·9 per cent. In 1914 these percentages were, respectively, 57·8 and 63·4. There has been a general decline in the number of admissions to technical schools. The Midnapore Technical School and the sub-overseer classes of the Barisal Technical School have been closed. All the figures in this paragraph include the statistics of candidates from Bihar and Orissa.

Mining instruction in the coal-fields.

54. As in previous years, the Mining Educational Advisory Board controlled the three centres at Charanpur, Deshergarh and Raniganj, besides the two centres at Sijua and Jheria, which are in the Province of Bihar and Orissa. Out of 58 students eligible for the sessional examination for all five centres 25 only actually appeared, of whom 16 passed. The question of the development of the local mining classes on an improved basis, as advocated in the Report of the Committee on Mining Education (1914), is still before Government.

City an Guilds of London Institute Technological examination.

55. The examinations in April and May 1914 were held at two centres—Serampore and Calcutta. Fifty-four candidates in textile subjects appeared at the Serampore centre and 20 in engineering subjects appeared at the Calcutta centre. Thirty-four candidates passed in textile subjects and 6 in engineering subjects.

"B" classes.

56. At the School Final examination of "B" classes held in 1914, 36 candidates appeared and 24 passed. These figures include candidates from Bihar and Orissa.

Imperial grants.

57. From the recurring grant of Rs. 34,000, a total of Rs. 17,104 was assigned to items of a recurring nature and Rs. 1,200 to non-recurring items. From the recurring grant of Rs. 37,000 a sum of Rs. 5,000 was allotted for recurring purposes and Rs. 18,975 for non-recurring purposes. Rupees 27,446 was allotted for non-recurring purposes out of the unspent balances of the recurring grants of Rs. 34,000 and Rs. 37,000 and of the non-recurring grant of Re. 1 lakh for the year 1913-14.

CHAPTER VIII.

The Education of Indian Girls and Women.

Schools and pupils.

58. The number of public institutions of all classes for girls and women increased from 7,573 to 8,268, or by 695, and the number of girls and women, including those reading in mixed schools, from 230,729 to 247,971, or by 17,242. The increase in the numbers of schools occurred under the heads of primary and special schools, while secondary schools and colleges remained stationary. Primary schools increased from 7,031 to 7,622, and special from 477 to 581. Of the total number of girls and women 131,677 were Hindus and 108,377 Muhammadans. The corresponding figures in the preceding year were 129,518, and 93,912, respectively. The increase of 14,465 girls in the number of Muhammadans as against 6,013 of the preceding year is satisfactory. The number of Hindu girls increased by 2,159 only.

Imperial recurring grants.

59. In October 1914 Government sanction was received in regard to the distribution of the Imperial recurring grant of Rs. 2,44,000 for female education. Allotment was made as follows :—

	Rs.
(1) High schools	22,580
(2) Training of secondary school teachers ...	40,000
(3) Ditto of primary school teachers ...	6,560
(4) Scholarships	17,580
(5) Zanana education	12,870
(6) Special grant for all classes of girls' schools	5,000
(7) Middle schools	28,600
(8) Education of Muhammadan girls ...	45,880
(9) Inspection	32,435
(10) Primary schools	28,120
Total ...	2,39,625
Balance ...	4,375
GRAND TOTAL ...	2,44,000

Inspection.

60. The women inspecting agency includes 2 inspectresses (in the Indian Educational Service) and 10 assistant inspectresses (in the Provincial Educational Service).

Collegiate education. Arts Colleges.

61. The Bethune College still occupies the same building with the collegiate school, and is cramped for space. The question of improved accommodation is still pending. The highest number of students on the rolls of the college during the year under review was 72 as against 65 in the preceding year. Of these 59 were Brahmos, 7 Hindus and 6 Christians. In addition to the Bethune College, there is another aided first-grade college, the Diocesan College, for Indian girls in Calcutta. This college is affiliated up to the B. A. and B. T. degrees of the University.

Secondary education, High schools.

62. The number of high schools increased to 15—11 in West Bengal and 4 in East Bengal. In West Bengal the Bethune Collegiate School is a Government institution. There are 9 aided and 1 unaided schools. In East Bengal there are 3 Government schools and the remaining one at Darjeeling is an aided school. The Imperial allotment has made adequate grants possible.

Miss Brock reports that although the disadvantages of the Matriculation course are being recognised, no real effort has been made to substitute a better one for it.

Middle schools.

63. Middle schools have participated in the Imperial grants, both recurring and capital. In the Rajshahi Division, 4 schools at Dinajpur, Pabna, Rangpur and Bogra were raised to the middle English status with an increased grant-in-aid. Excepting in advanced centres, however, middle schools are in effect primary schools, for there are very few girls in the higher classes.

There are 3 Government middle schools, viz., at Comilla, Noakhali and Faridpur. Of the rest 1 is under a municipality, 28 are aided and 3 unaided. In West Bengal the middle schools under Mission management show greater improvement than those managed by Hindus or Brahmos. The Inspectress of Schools, Presidency and Burdwan Divisions, suggests that the housing difficulty is really at the root of the matter, and, if it can be met, the efficiency of these Indian schools will only be a question of time. The chief requirements are trained mistresses and better buildings.

Primary education.

64. Primary education has benefited from the Imperial allotments available. The amount is inadequate to the growing needs of the Province; still it has enabled the Department to take up and aid a number of promising schools. Many schools also shared in the equipment and building grants provided out of the Imperial funds.

Model girls' schools.

65. There are 22 of these schools in West Bengal, 9 in the Presidency and 13 in the Burdwan Division; also 24 in East Bengal, 7 in the Dacca, 7 in the Chittagong, and 10 in the Rajshahi Divisions.

Peasant girls' schools.

66. These schools are still confined to the Presidency Division. They number 22, and are to be found in backward and remote localities, and cost Government a sum of Rs. 3,432 a year.

Selected primary schools.

67. A large number of primary schools for girls received departmental grants-in-aid, provided out of the Imperial allotments. These are nearly always schools of a better type, which can afford to entertain full-time teachers.

Urban schools.

68. These schools are to be found at subdivisional headquarters and other small towns in Eastern Bengal. With the aid of the Imperial allotments the number of these schools has been increased from 20 to 23.

Dacca town girls' schools.

69. There are 19 primary girls' schools in Dacca town, maintained by the Municipality with the aid of Government contributions.

Panchayati union girls' schools.

70. As an experimental measure, 20 such schools—10 in the Dacca, 5 in the Noakhali, and 5 in the Tippera districts—have been started and are working satisfactorily under the Boards' direct management. The funds, both recurring and capital, were provided by the Department out of the Imperial allotments.

Other girls' schools.

71. There are some primary schools for girls, about 70, which receive aid from the Inspectors' allotments in Eastern Bengal. These schools are all of the better class.

Home schools scheme.

72. Last year, in accordance with the recommendations of the Female Education Committee of Eastern Bengal and Assam, some schools of this type were started with a grant-in-aid of Rs. 10 per mensem in each case. These schools are conducted by elderly *zanana* ladies in their own homes.

Remarks about girls' primary schools.

73. The great majority of Bengal primary schools in which girls are being taught lie outside the scope of departmental grants. They are aided schools receiving small grants or stipends from District Boards and Municipalities. As a rule these schools are inefficient, doing little beyond accustoming the people to the idea of the education of girls. The problem of improving these schools is a very difficult one.

Zanana education.

74. In both parts of the Presidency the number of *zanana* teachers has been increased. Two new schemes for *zanana* work, viz., at Pabna and Rangpur, have received the sanction of Government. *Zanana* work is also carried on by missionaries.

The education of Muhammadan girls.

75. A sum of Rs. 45,880 was allotted to the improvement and expansion of educational facilities for the education of Muhammadan girls out of the Imperial grants. There seems to be a growing desire for education amongst Muhammadan women all over Bengal. Special grants-in-aid have been sanctioned in favour of certain girls' schools. Funds are still available, and endeavours are being made to improve existing institutions and to start new girls' *maktabs*.

Training of teachers. Secondary training.

76. Government have generally approved the scheme for the establishment of a women's secondary training college for the Presidency. Details are being worked out and the preliminaries in connexion with the renting of the premises are being settled. Meanwhile the grant-in-aid to the Diocesan College is being continued for the maintenance of a secondary training class affiliated up to the B. T. standard of the University.

Primary training.

77. With the exception of the Government classes at Calcutta and Dacca, all training is in the hands of missionaries. In Western Bengal there are 5 training classes under Mission control. A new training class was started in connexion with the Church of Scotland Mission School at Kalimpong. All the Mission training classes continue to do good work and receive aid from the Department. The Western Bengal training classes prepare candidates for the Junior and Senior Teachership Certificate examinations conducted by the Inspectress of Schools, Presidency and Burdwan Divisions. Sixty-five teachers appeared at the examinations, 56 passed, 20 the Senior and 36 the Junior Teachership examination. In the Calcutta training class all the stipends have been taken up and the school is doing admirable work. There were 35 pupils in the training classes attached to the Dacca Eden High School.

Reorganisation of the Dacca training classes.

78. There is a scheme for the establishment on a new and separate foundation of the training classes now attached to the Eden High School for girls at Dacca. Government have generally agreed to reserve certain

sums of money out of Rs. 2,44,000 for this purpose. The details are being worked out.

Pardanashin training class. Training stipends.

79. The establishment in Dacca of a *pardanashin* training class for Muhammadan women teachers is under consideration. In addition to grants to the Mission training classes, a large number of training stipends was awarded last year to enable poor and deserving girls to undergo the necessary training at the various Mission training classes.

Scholarships.

80. With the aid of the Imperial allotments, the number of scholarships has been considerably increased. The total expenditure on account of scholarships now amounts to Rs. 30,696. We have now an adequate number of scholarships for the Presidency. Last year all the scholarships were not taken up in Western Bengal, where girls still retain their right to compete with boys for the ordinary scholarships.

Industrial education.

81. There are industrial schools for girls in Kalimpong and Darjeeling, and two industrial homes for grown-up women in Dacca and Orakandi. In Western Bengal the industrial homes and schools under Mission control show improvement. The work turned out by these classes is good in quality. The Mahila Shilpasram in Calcutta has not been a success.

Needlework teaching.

82. With a view to providing facilities for needlework teaching in primary schools for girls, some peripatetic needlework teachers have been appointed. Both the inspectresses recommend a gradual extension of the scheme.

Needlework exhibition.

83. There was a marked improvement in needlework in schools in Eastern Bengal due to the needle-work exhibition and the distribution of diplomas started by Her Excellency Lady Carmichael about a year ago.

Concluding remarks.

84. Generally the year 1914-15 has been one of steady progress (thanks largely to the Imperial grants). The recurring grants amounted to Rs. 2,44,000 and the non-recurring to Rs. 6,02,000 (with the savings of the recurring grant of Rs. 2,44,000 for 1913-14 added to the original grant of Rs. 4,00,000). Full advantage could not be taken of the sanctioned allotments, as there were not a sufficient number of suitable schemes ready. Large grants were, however, sanctioned for buildings and equipment. Much still remains to be done particularly in connexion with the *panchayati* union and home school schemes. Again most of the primary schools are badly housed, ill-equipped and ineffectively staffed. Considerable sums are still required to place girls' schools generally on an efficient footing.

CHAPTER IX.

The Education of Europeans.

Institutions.

85. On March 31st, 1915, there were 76 schools working in accordance with the Code of Regulations for European schools in Bengal, 59 for general and 17 for special instruction.

Two schools, St. Helen's, Kurseong, and the Queen's Hill School, Darjeeling, were promoted from the secondary to the higher secondary grade, and one, St. Agnes' School, Howrah, from the elementary to the higher elementary grade. The Armenian College at 39, Free School Street, Calcutta, which was removed from the list of recognised schools in September 1911, was restored to the list. The Old Church Boys' Parochial Home, which is managed by the Old Church Mission Committee, has been recognised as an orphanage for boys for two years with effect from January 1st, 1914.

An important event of the year was the agreement of the Government of India to transfer to the Calcutta Free School on certain conditions the buildings belonging to the Military Orphanage at Kidderpore and part of the attached land. The transfer did not take place until after the close of the year under report.

The Doveton College came to an end during the year. The Inspector of European Schools was appointed administrator of the property and funds of the Doveton College and Doveton Institution under section 4 of the Doveton Trust Act, 1914, and has been occupied in settling up its affairs.

Pupils.

86. There were 10,074 pupils, viz., 9,392 European and Anglo-Indian and 682 non-European, under instruction on the 31st of March 1915 as compared with 9,454, 8,766 and 688 on the 31st of March 1914. Of these, 4,223—2,617 boys and 1,606 girls—were in secondary and higher secondary schools, and 4,388—2,128 boys and 2,260 girls—in elementary and higher elementary schools.

Expenditure.

87. The total expenditure during the year was Rs. 28,68,596 as compared with Rs. 25,26,238 during the preceding year. The amount was appropriated as follows :—(*a*) Provincial Revenues Rs. 11,85,239 ; (*b*) Municipal funds Rs. 15,288 ; (*c*) Fees Rs. 9,63,416 ; (*d*) Subscriptions, endowments, etc., Rs. 7,04,653.

The Imperial grants of Rs. 40,000, Rs. 50,000 and Rs. 60,000 were distributed in the form of staff grants according to the principles accepted by Government. Out of the two latter allotments a sum of Rs. 20,000. which was spent in 1913-14 upon extraneous objects, was also distributed this year in the form of staff grants. During the year 1914-15 an additional Imperial grant of Rs. 15,000 was allotted for European education, out of which grants were given in aid of expenditure upon staff to such of the secondary schools as were not receiving assistance from the grants above referred to. All schools, both elementary and secondary, now receive these grants.

The balance of the non-recurring Imperial grant of Rs. 5 lakhs, which was distributed in the form of building and equipment grants to 19 schools during 1913-14, was utilised during the year for the execution of necessary schemes, which it was impossible to finance from Provincial funds.

Scholarships.

88. The total expenditure on scholarships was Rs. 22,998 as against Rs. 21,633 during 1913-14. Neither of the State scholarships of £200 per annum awarded annually by the Government of India to the domiciled European or Anglo-Indian community fell to this Presidency.

Teachers.

89. There were 531 teachers in European schools on March 31st, 1915. as compared with 505 on March 31st, 1914. The criticisms made in last year's report still hold good. A certain improvement in the standard of the teaching is noticeable, but the general situation is unsatisfactory.

Training of teachers.

90. The training class for women attached to the Dow Hill School, Kurseong, is the only recognised institution for the training of teachers in Bengal. The number of women under training on the 31st of March 1915 was 15, as compared with 12 on the 31st of March 1914. The annual examination was held in November 1914 by the Inspector of European Schools, Bengal, and the Inspectress of Schools, Presidency and Burdwan Divisions, and was more satisfactory in its results than that of the preceding year. Of 6 senior candidates 5 passed, and of 7 junior candidates 5. The staff has been strengthened, but a complete reorganisation of the arrangements is necessary. A scheme for this purpose is under consideration.

There is no training class for male teachers in this Presidency, and no teacher or candidate from Bengal was sent to Sanawar at the beginning of the new session in March 1915.

Manual instruction.

91. There were only 7 schools giving manual instruction during the year. This defect is explained by the dearth of qualified instructors. No class of instruction for teachers was held last year on account of the absence from India of Mr. A. C. Atkinson of La Martinière, on whom the Department relied for this purpose.

Vocational training.

92. The number of schools with a class or classes following one or other of the five recognised supplementary courses was 10—4 for boys and 6 for girls. The largest of these classes are those attached to the Young Women's Christian Association at 134, Corporation Street. Calcutta, with 1,211 students on March 31st, 1915, as compared with 835 on March 31st, 1914. Of the total number, 193 were learning shorthand, 272 typewriting, 2 book-keeping, 7 stencilling, 17 Hindustani, 123 physical training, 34 millinery, 8 elocution, 142 home nursing, 253 first-aid to the injured, 14 household management, 69 dressmaking and 77 cookery. Special classes in drill and physical culture for lady teachers in European schools in Calcutta and for needlework and cutting out were held at the Young Women's Christian Association during the year, and Government paid a grant-in-aid of Rs. 75 per mensem towards the maintenance

of each. On March 31st, 1915, there were 4 pupils in the sub-overseer classes attached to the Victoria School, Kurseong, 1 in the 1st year and 3 in the 2nd, against 6 in the preceding year. The sub-overseer classes of the Goëthals Memorial Orphanage had 15 students on March 31st, 1915, as compared with 12 on March 31st, 1914. The Apprentices' Night School, Kharagpur, had 45 students, and the Calcutta Technical School 70, on March 31st, 1915, against 49 and 66, respectively, of the preceding year. The cost of maintaining was Rs. 2,462 for the former and Rs. 7,043 for the latter, of which Rs. 422 and Rs. 2,000 were paid by Government. The Calcutta Technical School has no building of its own, and its classes were held at St. Joseph's Free School till May 1914 and afterwards at the Calcutta Free School.

Domestic training.

93. Training in domestic work was given at St. Helen's Convent School, Kurseong, St. Andrew's Colonial Homes, Kalimpong, and those higher elementary schools which took the domestic course. The experimental class instituted at the Dow Hill, Kurseong, in 1913-14 continued to do good work. Domestic training promises to become an important feature of the Dow Hill school.

CHAPTER X.

The Education of Muhammadans.

Statistics of Muhammadan pupils.

94. During the year under review the number of Muhammadan pupils in institutions of all kinds for the education of Indians increased from 756,042 to 803,589. Of these 686,086 were males and 117,503 females, as against 654,150 and 101,892 in the preceding year. The Muhammadans constitute 44·8 per cent. of the total school population. Last year they constituted 43·4 per cent. Still the figure 44·8 per cent. is far below the figure 52·7 per cent., which is the proportion which the Muhammadan population bears to the total population of the Presidency. The percentage of Muhammadans in colleges is 7·8, in the high stage 16·8, in the middle stage 25·3, in the high and middle stages taken together 21·4, and in the primary stage 44·0. The corresponding figures for the last year were 7·2, 14·7, 25·0, 20·3 and 42·6, respectively. Thus, though the Muhammadans appear to have made some progress in every stage of education, this progress is still far from satisfactory. In secondary schools their number actually fell from 101,829 to 101,675. Their number also fell off in the engineering and training colleges and in the medical, engineering and surveying schools. In the technical and industrial schools, however, the number of Muhammadan pupils rose from 401 to 428. The paucity of Muhammadan pupils in the high and collegiate stages is to a great extent attributable to their poverty. The low price obtained for jute last year caused many of the cultivators to withdraw their boys from school.

Special institutions.

95. The majority of Muhammadan pupils are in secondary and primary schools, but there are also a number of institutions specially intended for Muhammadans. These are (1) *madrassahs*, and (2) *maktabs*.

Madrassahs.

96. The number of *madrassahs* rose from 172 to 214 and the number of their pupils from 13,863 to 16,350. Of these institutions 11 are senior *madrassahs* and 203 junior *madrassahs*. The number of senior *madrassahs* remained unchanged. Four of these are directly managed by Government and six are aided : recognition has been withdrawn from one on account of its inefficiency. Of the junior *madrassahs*, one is Government, 129 aided, and 73 unaided.

During the current year the scheme of studies drawn up by the Dacca University Committee for *madrassahs* in Bengal was published by Government, and a recurring grant of Rs. 84,000 out of the Imperial recurring grant of Rs. 1,50,000 was set apart for aiding those *madrassahs* which adopt the scheme. The Calcutta Madrassah has been excluded from the operation of this scheme, and a special committee has been appointed to revise its curriculum and to make suggestions for its improvement.

Maktabs.

97. The number of *maktabs* increased from 5,504 to 6,384, and the number of their pupils from 155,435 to 180,668. Of the pupils 145,477 were boys and 35,191 girls, as against 125,522 and 29,913 in the preceding year. The total amount given in grants-in-aid to the *maktabs* of the whole Presidency rose from Rs. 1,65,753 to Rs. 2,06,198. The only schooling of a large number of Muhammadan boys is that which they get in *Koran* schools. There are many of these institutions in Bengal, and in many of them nothing is taught but the recitation of the *Koran*. Grants are offered to these schools on condition that they accept departmental standards. Much remains to be done in this direction.

Training of teachers.

98. The number of *mianji* training schools remained the same, *i.e.*, 6 during the year under report. The total number of Muhammadan pupils under training in training institutions of all kinds rose from 983 to 1,058. Of these 1,052 were male and 6 females, as against 976 and 7 last year. In the year under review 41·3 per cent. of the total number of students under training were Muhammadans as compared with 39·9 last year. In training colleges, the percentage of Muhammadans this year was 10·5 as compared with 11·3 last year.

In the new scheme of studies for *madrassahs* published in Government Resolution No. 450 T.—G., dated 31st July 1914, Urdu has been included as a compulsory subject and the question of supplying efficient Urdu teachers has become important. The question of providing facilities to enable teachers to qualify themselves for teaching this language is now under consideration, as is also the question of providing facilities for the training of the *maulvis* of *madrassahs* in modern methods of teaching.

Facilities offered during the year.

99. In the year under review Government appointed five special assistant inspectors of schools for Muhammadan education. In order to give effect to the Government order regarding the employment of Muhammadans in the Education Department a circular has been issued from this office giving instruction that all vacancies which occur must be filled by Muhammadans, if qualified men are available. The Assistant Director of Public Instruction for Muhammadan Education keeps a register of Muhammadan candidates seeking employment in the Education Department, and the divisional inspectors of schools and heads of Government institutions have been requested to consult him whenever any vacancy occurs. The Assistant Director of Public Instruction for Muhammadan Education sends to these officers copies of his register of candidates periodically. Two forms asking for statistics showing the employment of Muhammadans as teachers in Government high schools and as deputy and sub-inspectors of schools have been issued. These forms have to be filled up and submitted to this office by the divisional inspectors of schools and the heads of Government institutions.

Hitherto the Government *madrassahs* other than the Calcutta Madrassah have been maintained from the Mohsin fund. In order to provide more scholarships for Muhammadan boys it has been decided that *madrassahs* should be maintained from Provincial Revenues and that the amount of the Mohsin fund thus set free shall be utilized for providing scholarships for poor Moslem boys.

Muhammadan Educational Advisory Committee.

100. During the year under review the Muhammadan Educational Advisory Committee completed its sittings. Its report has now been submitted to Government.

CHAPTER XI.

The Education of Special Classes.

Education of chiefs and nobles.

101. The only institution under this head is the Nawab Bahadur's Institution at Murshidabad, which makes special provision for teaching the boys of the *Nizamat* family. 26 of whom were under instruction.

Education of aborigines and other backward races.

102. In this province we have Garos, Kochs, and Mandais of the Dacca and Mymensingh districts, Tipras of the Tippera and Noakhali districts, Maghs of the Cox's Bazar subdivision of the Chittagong district and the Sundarbans, hill tribes of the Chittagong Hill Tracts, Sonthals of the Bankura, Birbhum and Midnapore districts. The Mymensingh District Board maintains 2 upper primary and 9 lower primary schools exclusively for children of the hill tribes, and the Bakarganj Board provides a few primary schools for the same purpose. All possible facilities are afforded to the Arakanese Magh boys in the Cox's Bazar subdivision. The special Burmese school at Ramu was raised to the middle English status ; and there is a proposal to open a normal school at Cox's Bazar for the training of Magh teachers. The Government weaving school at the place promises to do well. At the end of the year there were 1 high school, 1 middle vernacular school, 113 primary schools, and a special training class for teachers in the Chittagong Hill Tracts. Education is given free to the hill boys and girls in these tracts and to the Arakanese Maghs in the Cox's Bazar subdivision. The Inspector of Schools, Chittagong Division, reports that there has been a general awakening regarding education among the backward races in his division, of whom the Baruas or Rajbanshi Maghs are the most important. During the last few years they have made great progress and in general education now occupy a position intermediate between the Mussalmans and the Hindus. The Namasudras and Jogis have started associations in different centres and are making strenuous efforts to spread education in their own communities. There are special primary schools for Sonthals and other backward tribes in the districts of Bankura, Birbhum, and Midnapore. The Seranga Mission has a training school, where Sonthal pupils are trained for employment as teachers in primary schools. Specific sanction of Government to detailed proposals for the expansion of education among the Sonthals of these districts was received after the close of the year.

Education of the defective.

103. Nothing under this head calls for special mention. The deaf and dumb schools at Calcutta and Barisal and the school for the blind at Calcutta continued to do useful work.

Education of children in tea gardens.

104. There were 19 schools with 363 pupils in Jalpaiguri and 66 schools with 1,561 pupils in Darjeeling for children of labourers employed in tea gardens. Most of the schools in Jalpaiguri are under the management of the planters themselves. Two different systems obtain in the two districts, and the question whether the Darjeeling system, which was reported to be working better, should not be extended to Jalpaiguri is under consideration.

Education of factory children.

105. During the year proposals for the education of the children of labourers in the mills along the Hooghly were formulated and submitted to Government. Necessary sanction was received after the close of the year. The working of the scheme will be described in the next report.

CHAPTER XII.

Private Institutions.

106. During the year these institutions increased from 2,267 to 2,374, and their pupils from 59,861 to 62,922—51,836 boys and 11,086 girls—of whom 14,476 were Hindus 47,331 Muhammadans, the rest being of other races. The large number of Muhammadan pupils of these institutions is due to the fact that there were 95 advanced Arabic or Persian teaching institutions, mostly unrecognized *madrassahs*, and 1,561 *Koran* schools or unrecognized *maktabs*.

The most conspicuous private institution is the "Santiniketan Brahmacharyya Asram" at Bolpur in Birbhum, which was founded by Sir Rabindra Nath Tagore. This school was visited by His Excellency the Governor during the year. On March 31st, 1915, there were 167 pupils on its rolls.

CHAPTER XIII.

Physical and Moral Training.

Hostels.

107. The number of hostels and boarding houses was 660 against 634 of the preceding year, 594 for males and 66 for females. The number of boarders was 21,760 against 21,073. The total expenditure incurred on the maintenance of all the hostels was Rs. 21,31,419, of which Rs. 3,64,656 came from Provincial Revenues; Rs. 1,303 from District and Municipal funds, and Rs. 17,65,460 from fees and other sources. The corresponding figures for the preceding year were Rs. 19,64,084, Rs. 3,35,524, Rs. 3,281, and Rs. 16,25,279, respectively. During the year Imperial grants amounting to Rs. 9,14,980 (recurring and non-recurring) were spent on hostels.

Messes.

108. In Calcutta and Dacca the existing arrangements were continued for the accommodation in messes of students who cannot be accommodated in hostels.

Physical training.

109. The committee appointed to conduct an enquiry into the hygienic condition of schools and colleges in connexion with the non-recurring Imperial grant of Rs. 3,50,000 submitted their recommendations during the year, but it was not possible to lay them before Government until after the close of the year.

The annual grant of Rs. 2,760 to the Young Men's Christian Association towards the salary of the Physical Director was augmented during the year to Rs. 6,000 on the understanding that it shall be open to Government to terminate the arrangement as soon as an officer is recruited in Government service for work of this nature.

During the year Dr. Segard, the Adviser in Physical Education, visited colleges and schools of all grades in almost all districts and submitted an interesting report.

The deputation of drill instructors for training under the Adviser in Physical Education is attended with excellent results. The old system of *deshikasrat*, which contains exercises likely to prove injurious to weaker boys, is being gradually displaced.

A course in physical training for women teachers was held at the Young Women's Christian Association during the cold season. Both lectures and demonstrations were held and the course was successful.

Discipline.

110. During the year there were few reported cases of breach of discipline. After the conspiracy cases reported last year the prospect appeared to be brightening, and for a time the circulation of seditious pamphlets appeared to have ceased. But immediately after the outbreak of the war a wide and reckless dissemination of these leaflets began to reappear. The campaign appears to have had little or no effect. Some pupils of the Madaripur High School gave trouble, but prompt and effective measures were adopted to restore order. Some pupils of this school were also arrested for alleged complicity in political dacoities.

Of discipline in our schools, Mr. Gunn, Inspector of Schools, Chittagong Division, reports:—"Generally speaking, discipline, as we understand it in English schools, is a thing unknown. This is due in part to the low social status to which a teacher's meagre pay entitles him and in part to the sentimentalism of a system, which imposes fines instead of the cane. If discipline were properly enforced in the earlier stages, there might be some hope of introducing the prefect system with success."

CHAPTER XIV.

Conferences.

111. No conference of educational officers was held during the year under the presidency of the Director of Public Instruction. Conferences of higher inspecting officers were held at divisional head-quarters and questions regarding

the distribution and administration of board schools, distribution of Imperial grants to high and middle schools, improvement of *guru*-training and middle schools, development of *maktabs* and *madrassahs*, etc., were discussed. Most of the deputy inspectors of schools also held conferences of sub-inspectors at their district head-quarters to discuss educational matters relating to their respective areas.

CHAPTER XV.

Text-Book Committees.

112. There are still two separate text-book committees in the Presidency, one at Calcutta and the other at Dacca. During the year under report 231 books were approved by the Calcutta Committee, while the Dacca Committee reported on 54 books only out of 181. The arrears are partly due to the death of two non-official Hindu members and partly to the delay in submitting opinions on books by some of the members.

W. W. HORNELL,

Director of Public Instruction, Bengal.

EDUCATION—GENERAL TABLES.

1914-15.

EDUCATION—GENERAL TABLE I.

Abstract Statement of Colleges, Schools, and Scholars in the Bengal Presidency for the official year 1914-15.

(FOR DETAILS, SEE GENERAL TABLE III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.							
Total area in square miles.	Number of towns and villages.	Population.	Institutions and scholars.	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.	Advanced.	Elementary schools and other schools not conforming to departmental standards.	Total.	GRAND TOTAL.	Percentage of—
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Males—23,365,225 Females—22,117,852 **Total 45,483,077**	Institutions. For males	31	15	2,470	28,335	126	3,012	33,989	151	1,845	1,996	35,985	Institutions to number of towns and villages. 30·02
			Institutions. For females	3	2	87	7,627	9	581	8,309	...	378	378	8,687	7·25
78,699	Towns including Municipalities ... 119 Villages 119,732 **Total 119,851**		**Total ..**	**34**	**17**	**2,557**	**35,962**	**135**	**3,593**	**42,298**	**151**	**2,223**	**2,374**	**44,672**	**37·27**
		Number of population of school-going age— Males—3,504,784 Females—3,317,677 **Total 6,822,461**	Scholars. Males...	15,808	3,606	372,428	999,112	2,395	90,494	1,483,843	4,717	47,119	51,836	1,535,679	Male scholars to male population of school-going age. 43·81
			Scholars. Females	113	30	10,505	225,130	178	17,168	253,124	5	11,081	11,086	264,210	Female scholars to female population of school-going age. 7·96
			Total ...	**15,921**	**3,636**	**382,933**	**1,224,242**	**2,573**	**107,662**	**1,736,967**	**4,722**	**58,200**	**62,922**	**1,799,889**	**26·38**

EDUCATION—GENERAL

Abstract Return of Expenditure on Public Instruction in the

(For details, *see*

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special schools.	
1	2	3	4	5	6	7	8
I.—INSTITUTIONS—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Males ...	17,60,574	8,22,848	68,41,674	34,33,368	306,506	11,82,557	1,43,47,527
„ Females ...	45,962	6,228	7,52,718	4,89,333	57,737	77,735	14,29,713
Total ...	**1,806,536**	**8,29,076**	**75,94,392**	**39,22,701**	**3,64,243**	**12,60,292**	**1,57,77,240**
2.—(*a*) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	7·94	6·45	14·12	3·72	3·76	5·00	40·99
(*b*) Percentages of District Fund expenditure included in columns 2—17 to total District Fund expenditure on public instruction.	...	...	7·91	58·15	...	5·79	71·85
(*c*) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	0·10	...	23·62	46·66	...	17·43	87·81
(*d*) Percentages of total expenditure included in columns 2—17 to total expenditure on public instruction.	7·10	3·26	29·86	15·42	1·43	4·96	62·03
3.—AVERAGE COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions.							
Cost to Provincial Revenues.	167 13 0	162 3 7	22 11 5	10 13 6	135 2 7	72 15 4	59 11 2
Cost to District and Municipal Funds.	...	...	...	0 1 7	...	1 5 4	0 2 10
Total cost ...	**258 6 8**	**234 11 2**	**46 10 1**	**11 10**	**139 8 9**	**99 12 11**	**88 13 9**

TABLE II.

Bengal Presidency for the official year 1914-15.

(General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public Instruction
Buildings.	Special grants for furniture and apparatus.	University.	Direction.	Inspection.	Scholarships.	Miscellaneous.	Total	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
38,47,850	5,55,558	10,93,778	1,61,668	9,14,653	3,46,099	27,37,282	96,56,888	2,54,34,128
38,47,850	**5,55,558**	**10,93,778**	**1,61,668**	**9,14,653**	**3,46,099**	**27,37,282**	**96,56,888**	**2,54,34,128**
31·46	2·92	3·17	1·86	9·97	2·81	6·82	59·01	100·
16·23	6·15	...	...	1·87	1·80	2·10	28·15	100·
5·52	1·15	...	...	0·83	1·10	3·59	12·19	100·
15·13	2·18	1·30	0·64	3·60	1·36	10·76	37·97	100·

EDUCATION—GENERAL

Abstract Return of Expenditure on Public Instruction in the

(For details, *see*

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3.—AVERAGE COST OF EDUCATING EACH PUPIL IN—*concld.*							
District Board Institutions—							
Cost to Provincial Revenues.	...	...	...	0 0 3	....	2 15 8	0 0 4
Cost to District Funds.	...	...	4 3 6	2 7 11	...	75 11 3	2 13 3
Total cost ...	...	...	**10 7 2**	**4 4 4**	...	**107 2 5**	**4 15 1**
Municipal Institutions—							
Cost to Provincial Revenues.	21 12 5	...	2 8 5	0 8 10	...	...	3 0 1
Cost to Municipal Funds.	1 5 11	...	1 7 6	8 2 5	...	...	2 9 0
Total cost ...	**110 11 0**	**64 0 0**	**21 2 2**	**10 6 10**	...	...	**23 3 4**
Institutions in Native States—							
Cost to Native States Revenues.	...	..	...	2 1 9	...	...	2 1 9
Cost to District and Municipal Funds:	...	...	..	...	...	...	...
Total cost ...	...	...	...	**3 11 7**	...	...	**3 11 7**
Aided Institutions—							
Cost to Provincial Revenues.	25 7 9	583 10 2	4 14 3	0 4 3	134 4 9	1 8 4	1 2 11
Cost to District and Municipal Funds.	...	...	1 2 0	1 4 7	...	1 11 2	1 4 5
Total cost ...	**96 0 10**	**606 5 10**	**21 15 8**	**3 6 5**	**291 7 0**	**7 8 0**	**6 14 11**
Unaided Institutions—							
Total cost ...	**59 1 3**	**56 15 4**	**17 2 11**	**1 9 7**	...	**10 4 2**	**12 0 9**
All Institutions—							
Cost to Provincial Revenues.	43 1 8	148 4 3	3 5 5	0 4 5	135 1 7	4 4 8	2 2 6
Cost to District and Municipal Funds.	0 0 2	...	0 10 1	1 4 7	...	1 10 10	1 2 4
Total cost ...	**112 11 6**	**219 2 6**	**20 10 5**	**3 6 0**	**150 4 3**	**12 6 9**	**9 8 8**

TABLE II—*concld.*

Bengal Presidency for the official year 1914-15—*concld.*

General Table IV)—*concld.*

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								
Buildings.	Special grants for furniture and apparatus.	University.	Direction.	Inspection.	Scholarships.	Miscellaneous.	Total.	Total expenditure on public instruction.
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.

EDUCATION—

Return of Colleges, Schools and Scholars in

Class of Institutions.	PUBLIC INSTITUTIONS UNDER PUBLIC MANAGEMENT					
	Managed by Government.				Managed by District or	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7
COLLEGIATE EDUCATION—						
Arts Colleges—						
English	8	3,352	3 288	2,915	1	129
Colleges for Professional Training—						
Law	6	2,055	2,126	1,950	1	5
Medicine	1	827	908	892	...	...
Engineering	1	313	305	289	...	...
Teaching	2	79	79	66	...	...
Total for Colleges ..	**18**	**6,626**	**6,706**	**6,112**	**2**	**134**
SCHOOL EDUCATION— (GENERAL).						
Secondary Schools—						
For Boys { High Schools ... English ...	39	14,743	13,796	11,886	4	1,772
For Boys { Middle do. { English ...	4	616	592	459	42	4,869
For Boys { Middle do. { Vernacular	3	168	153	124	45	3,001
Total for Boys' Secondary Schools ...	**46**	**15,527**	**14,541**	**12,469**	**91**	**9,642**
For Girls. { High Schools ... English ...	5	946	920	761	...	...
For Girls. { Middle do. { English ...	2	321	286	206	...	...
For Girls. { Middle do. { Vernacular	1	111	100	67	1	81
Total for Girls' Secondary Schools ...	**8**	**1,378**	**1,306**	**1,034**	**1**	**81**
Grand Total for Secondary Schools both for Boys and Girls.	**54**	**16,905**	**15,847**	**13,503**	**92**	**9,723**
Primary Schools—						
For Boys { Upper Primary ...	108	4,042	4,065	3,087	151	7,498
For Boys { Lower do. ...	7	227	222	194	2,567	124,548
Total Primary Schools for Boys ...	**115**	**4,269**	**4,287**	**3,281**	**2,718**	**132,046**
For Girls { Upper Primary ...	22	1,237	1,156	840	4	221
For Girls { Lower do. ...	47	1,724	1,670	1,212	21	793
Total Primary Schools for Girls	**69**	**2,961**	**2,826**	**2,052**	**25**	**1,014**
Grand Total for Primary Schools both for Boys and Girls.	**184**	**7,230**	**7,113**	**5,333**	**2,743**	**133,060**
SCHOOL EDUCATION— (SPECIAL).						
Schools for Special Instruction.						
Training Schools—						
(*a*) For Masters	123	2,321	2,192	1,884	...	...
(*b*) „ Mistresses	3	64	61	56	...	...
Schools of Art	1	284	269	214	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	2	622	598	553	...	.
Engineering and Surveying Schools	2	165	196	168	...	...
Technical and Industrial Schools ...	8	289	273	232	8	279
Commercial Schools	1	84	147	97	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools. { Madrassahs	5	2,065	2,166	1,689	...	...
Other Schools. { Reformatory Schools ...	...	...	...	...	...	...
Other Schools. { Miscellaneous Schools ...	12	679	695	446	3	185
Total ...	**157**	**6,573**	**6,597**	**5,339**	**11**	**464**
Total of Colleges and Schools of Public Instruction	**413**	**37,334**	**36,263**	**30,287**	**2,848**	**143,381**

GENERAL TABLE III.

the Bengal Presidency for the official year 1914-15.

INSTITUTIONS.

MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government, or by District, or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
122	113	...	...	...	...	14	5,300	5,354	4,746
6	2	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	12	11	11
128	**115**	...	...	...	...	**16**	**5,312**	**5,365**	**4,757**
1,666	1,373	...	...	...	...	236	66,092	62,880	51,018
4,765	3,747	...	...	...	...	828	86,921	85,478	63,499
2,899	2,197	...	...	...	...	324	19,029	19,058	15,310
9,330	**7,317**	...	...	...	...	**1,388**	**172,042**	**167,416**	**129,827**
..	...	...	...	...	...	21	3,182	3,165	2,755
...	...	...	...	...	...	27	3,758	3,512	3,239
85	61	...	...	...	...	25	2,256	2,374	1,841
8	**61**	...	...	...	...	**73**	**9,196**	**9,051**	**7,835**
9,415	**7,378**	...	..	...	...	**1,461**	**181,238**	**176,467**	**137,662**
7,605	6,008	...	...	...	...	2,878	148,488	145,687	117,259
117,582	95,824	6	171	162	131	19,177	661,003	628,119	520,283
125,187	**101,832**	**6**	**171**	**162**	**131**	**22,055**	**809,491**	**773,806**	**637,542**
215	128	...	...	...	...	204	12,021	11,783	8,715
741	600	...	...	...	...	6,137	138,101	130,277	104,263
956	**728**	...	...	...	...	**6,341**	**150,122**	**142,060**	**112,978**
126,143	**102,560**	**6**	**171**	**162**	**131**	**28,396**	**959,613**	**915,866**	**750,520**
...	...	...	...	...	...	3	74	73	69
...	...	...	...	...	...	6	114	98	80
...	...	...	...	...	...	1	69	69	10
...	...	...	...	..	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	60	61	50
244	201	...	...	...	...	32	2,218	1,076	952
...	...	...	...	...	...	7	65	63	60
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	135	9,590	9,385	7,511
...	...	...	...	...	...	...	...	...	...
199	150	...	...	...	...	2,495	69,389	66,463	54,406
443	**351**	...	...	...	...	**2,681**	**81,570**	**77,288**	**63,168**
136,129	**110,404**	**6**	**171**	**162**	**131**	**32,554**	**1,227,733**	**1,174,986**	**956,107**

EDUCATION—

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public Institutions. Under Private Management—*concld.* Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of institutions.	Grand Total of scholars on the 31st March.
	18	19	20	21	22	23
COLLEGIATE EDUCATION.						
Arts Colleges—						
English	11	7,140	7,263	6,367	34	15,921
Colleges for Professional Training—						
Law	3	341	344	242	10	2,401
Medicine	...	...	...	...	1	827
Engineering	...	...	...	...	1	313
Teaching	1	4	4	4	5	95
Total	**15**	**7,485**	**7,611**	**6,613**	**51**	**19,557**
SCHOOL EDUCATION—(General).						
Secondary Schools—						
For Boys. High Schools English ...	320	108,964	102,785	84,575	599	191,571
For Boys. Middle do. English ...	583	63,123	60,287	48,283	1,457	155,529
For Boys. Middle do. Vernacular	42	2,714	2,680	2,133	414	24,912
Total for Secondary Schools for Boys ...	**945**	**174,801**	**165,752**	**134,991**	**2,470**	**372,012**
For Girls. High Schools English ...	2	97	88	85	28	4,225
For Girls. Middle do. English ...	1	55	50	40	30	4,134
For Girls. Middle do. Vernacular	2	114	127	82	29	2,562
Total for Secondary Schools for Girls ...	**5**	**266**	**265**	**207**	**87**	**10,921**
Grand Total for Secondary Schools both for Boys and Girls.	**950**	**175,067**	**166,017**	**135,198**	**2,557**	**382,933**
Primary Schools—						
For Boys Upper Primary ...	87	4,594	4,361	3,666	3,224	164,622
For Boys Lower ditto ...	3,354	96,691	87,140	73,403	25,111	882,640
Total for Primary Schools for Boys ...	**3,441**	**101,285**	**91,501**	**77,069**	**28,335**	**1,047,262**
For Girls Upper Primary ...	3	193	182	166	233	13,672
For Girls Lower ditto ...	1,189	22,690	20,805	17,087	7,394	163,308
Total for Primary Schools for Girls ...	**1,192**	**22,883**	**20,987**	**17,253**	**7,627**	**176,980**
Grand Total for Primary Schools both for Boys and Girls.	**4,633**	**124,168**	**112,488**	**94,322**	**35,962**	**1,224,242**
SCHOOL EDUCATION—(Special).						
Schools for Special Instruction.						
Training Schools—						
(*a*) For Masters	...	...	...	...	126	2,395
(*b*) „ Mistresses	...	...	...	...	9	178
Schools of Art	2	26	25	20	4	370
Law Schools	...	...	...	...	...	...
Medical Schools	8	1,266	1,069	970	10	1,888
Engineering and Surveying Schools	...	...	...	...	4	225
Technical and Industrial Schools ...	6	152	141	119	54	2,938
Commercial Schools	7	336	285	218	15	485
Agricultural Schools	...	...	...	...	...	...
Other Schools. Madrassahs	74	4,695	4,407	3,741	214	16,350
Other Schools. Reformatory Schools ...	...	...	...	...	...	...
Other Schools. Miscellaneous Schools ...	782	15,153	13,641	11,426	3,292	85,406
Total ...	**879**	**21,628**	**19,568**	**16,494**	**3,728**	**110,235**
Total of Colleges and Schools of Public Instruction	**6,477**	**328,348**	**305,684**	**252,627**	**42,298**	**1,736,967**

GENERAL TABLE III.

Bengal Presidency for the official year 1914-15.

NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—										
ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.			Number of girls in boys' Schools.	Number of boys in girls' Schools.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
15,808	113	15,921	10,049	49	10,098	14,535	85	14,620	4	...
2,401	...	2,401	...	...	...	...	...	...	...	...
806	21	827	...	...	...	...	...	..	21	...
313	...	313	...	...	...	...	...	...	...	...
86	9	95	...	..	...	...	...	...	...	...
19,414	**143**	**19,557**	**10,049**	**49**	**10,098**	**14,535**	**85**	**14,620**	**25**	...
183,810	63	183,873	93,616	24	93,640	190,653	21	190,674	63	...
99,460	338	99,798	6,365	22	6,387	154,138	194	154,332	455	...
411	...	411	185	...	185	24,813	99	24,912	99	...
283,681	**401**	**284,082**	**100,166**	**46**	**100,212**	**369,604**	**314**	**369,918**	**617**	...
480	3,396	3,876	89	1,443	1,532	135	2,113	2,248	...	524
383	2,365	2,748	...	261	261	69	2,097	2,166	...	427
...	31	31	...	...	...	82	2,480	2,562	...	82
863	**5,792**	**6,655**	**89**	**1,704**	**1,793**	**286**	**6,690**	**6,976**	...	**1,033**
284,544	**6,193**	**290,737**	**100,255**	**1,750**	**102,005**	**369,890**	**7,004**	**376,894**	**617**	**1,033**
392	152	544	2,657	29	2,686	159,871	4,262	164,133	4,412	...
67	9	76	85,890	5,822	91,712	835,690	46,874	882,564	46,883	...
459	**161**	**620**	**88,547**	**5,851**	**94,398**	**995,561**	**51,136**	**1,046,697**	**51,295**	...
69	125	194	...	131	131	464	13,033	13,497	...	528
1	1	2	383	25,447	25,830	2,616	160,690	163,306	...	2,617
70	**126**	**196**	**383**	**25,578**	**25,961**	**3,080**	**173,723**	**176,803**	...	**3,145**
529	**287**	**816**	**88,930**	**31,429**	**120,359**	**998,641**	**224,859**	**1,223,500**	**51,295**	**3,145**
195	...	195	223	...	223	2,395	...	2,395	...	...
...	58	58	...	4	4	...	163	163	...	...
82	...	82	...	..	...	367	...	367	...	...
...	...	...	...	...	...	...	...	...	...	...
1,057	19	1,076	...	...	...	1,378	1	1,379	19	
225	...	225	...	...	...	...	...	...	...	...
428	1,234	1,662	125	29	154	1,062	441	1,503	38	6
405	38	443	...	...	...	268	2	270	2	1
...	...	...	...	...	...	...	...	...	...	...
7,189	...	7,189	14,160	39	14,199	12,270	27	12,297	45	...
...	...	...	...	...	...	...	...	...	...	...
1,396	88	1,484	33,687	8,214	41,901	64,606	15,232	79,838	4,018	575
10,977	**1,437**	**12,414**	**48,195**	**8,286**	**56,481**	**82,346**	**15,866**	**98,212**	**4,122**	**582**
315,464	**8,060**	**323,524**	**247,429**	**41,514**	**2,88,943**	**1,465,412**	**247,814**	**1,713,226**	**56,059**	**4,760**

EDUCATION—GENERAL TABLE III.

	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—									Number of girls in boys' schools.	Number of boys in girls' schools.
			ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
			Boys.	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
	22	23	24	25	26	27	28	29	30	31	32	33	34
PRIVATE INSTITUTIONS.													
1. *Advanced, teaching*—													
(*a*) Arabic or Persian ...	95	4,365	41	...	41	4,339	5	4,344	362	5	367	5	...
(*b*) Sanskrit	56	357	...	...	...	357	...	357	...	...	...	...	...
(*c*) Any other Oriental Classic	...	...	...	...	...	...	...	...	...	....	...	...	...
2. *Elementary, teaching a Vernacular only or mainly.* For Boys	203	6,085	93	...	93	968	211	1,179	5,712	267	5,979	340	...
,, Girls	62	1,086	...	...	...	3	240	243	20	1,056	1,076	...	20
3. *Elementary, teaching the Koran.* For Boys	1,277	28,201	...	...	...	24,005	3,921	27,926	609	49	658	3,958	...
,, Girls	284	4,050	...	...	...	233	3,640	3,873	80	248	328	...	310
4. *Other Schools not conforming to Departmental Standards.* For Boys	365	16,948	7,356	28	7,384	2,378	16	2,394	16,767	181	16,948	181	...
,, Girls	32	1,830	...	115	115	...	339	339	34	1,796	1,830	...	34
Total ...	**2,374**	**62,922**	**7,490**	**143**	**7,633**	**32,283**	**8,372**	**40,655**	**23,584**	**3,602**	**27,186**	**4,484**	**364**
Grand Total for 1914-1915 ...	**44,672**	**1,799,889**	**322,954**	**8,203**	**331,157**	**279,712**	**49,886**	**329,598**	**1,488,996**	**251,416**	**1,740,412**	**60,543**	**5,124**

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars in the Presidency of Bengal, on the 31st March 1915, classified according to sex, race, or creed.

		Europeans and Eurasians.	Indian Christians	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Babhans, Rajputs, Baidyas and Kayasthas.	Others.					
1		2	3	4	5	6	7	8	9	10	11
COLLEGIATE EDUCATION.											
Arts Colleges—											
English ...	Male ...	18	109	4,890	6,595	2,813	1,336	41	5	1	15,808
	Female	13	28	18	46	8	...	...	...	...	113
Colleges for Professional Training—											
Law ...	Male ...	3	12	854	1,187	179	164	2	...	...	2,401
	Female	...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	56	7	222	379	114	20	5	3	...	806
	Female	19	1	...	1	...	...	...	...	...	21
Engineering	Male ...	42	3	95	99	68	6	...	...	...	313
	Female	...	...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	...	2	24	40	10	10	...	...	..	86
	Female	4	4	1	...	...	...	...	...	...	9
Total ...		**155**	**166**	**6,104**	**8,347**	**3,192**	**1,536**	**48**	**8**	**1**	**19,557**
SCHOOL EDUCATION (GENERAL).											
Secondary Schools—											
For Boys—											
High Schools.	Male ...	2,192	829	43,666	51,897	53,353	38,551	824	54	142	191,508
	Female	57	...	...	...	2	...	...	2	2	63
Middle Schools—											
English ...	Male ..	1,181	829	20,004	24,957	53,397	53,680	728	6	292	155,074
	Female	320	5	38	29	47	10	3	1	2	455
Vernacular	Male ...	...	294	2,487	2,862	9,635	9,287	100	...	148	24,813
	Female	...	...	22	25	34	18	...	...	...	99
For Girls—											
High Schools.	Male ...	309	35	53	36	15	3	2	7	64	524
	Female	1,442	769	368	720	251	47	4	5	95	3,701
Middle Schools—											
English ...	Male ...	345	18	41	5	10	1	1	6	...	427
	Female	1,583	425	491	524	621	26	3	20	14	3,707
Vernacular	Male ...	...	14	22	46	..	...	...	...	..	82
	Female	...	458	596	800	512	113	...	...	1	2,480
Total ...		**7,429**	**3,676**	**67,788**	**81,901**	**1,17,877**	**1,01,736**	**1,665**	**101**	**760**	**382,933**

EDUCATION—GENERAL TABLE IIIA—*contd.*

Number of Scholars in the Presidency of Bengal, on the 31st March 1915, classified according to sex, race, or creed—*contd.*

		Europeans and Eurasians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Babhans, Rajputs, Baidyas and Kayasthas.	Others.					
1		2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION (GENERAL)—*concld.*											
Primary Schools—											
For Boys—											
Upper Primary.	Male ...	360	477	12,894	12,851	78,413	53,618	717	...	880	160,210
	Female ...	147	58	766	360	2,433	629	7	...	12	4,412
Lower Primary.	Male ...	74	3,697	32,690	40,547	330,713	415,585	3,348	3	9,100	835,757
	Female ...	9	679	4,485	3,240	20,586	17,427	144	...	313	46,883
For Girls—											
Upper Primary.	Male ...	65	57	93	51	221	37	4	...	...	528
	Female ...	109	593	2,901	3,249	5,001	1,215	75	...	1	13,144
Lower Primary.	Male ...	14	149	189	332	563	1,350	10	...	10	2,617
	Female ...	76	2,759	15,766	25,745	41,475	73,841	865	...	164	160,691
Total	...	**854**	**8,469**	**69,784**	**86,375**	**479,405**	**563,702**	**5,170**	**3**	**10,480**	**1,224,242**
SCHOOL EDUCATION (SPECIAL).											
Schools for Special Instruction—											
Training Schools.	Male ...	...	80	281	254	706	1,052	12	...	10	2,395
	Female ...	16	122	10	17	5	6	2	...	...	178
Schools of Art.	Male ...	3	6	113	113	118	16	1	...	...	370
	Female ...	...	...	...	...	...	...	...	...	...	...
Law Schools	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Medical Schools.	Male ...	...	16	441	530	729	149	...	...	4	1,869
	Female ...	6	8	...	3	2	...	...	...	...	19
Engineering and Surveying Schools.	Male ...	64	2	37	46	69	7	...	...	...	225
	Female ...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male ...	79	177	94	185	319	398	3	...	8	1,263
	Female ...	1,188	227	25	26	92	30	73	1	13	1,675
Commercial Schools.	Male ...	51	9	140	106	94	39	3	2	1	445
	Female ...	38	...	...	...	...	...	...	2	...	40
Agricultural Schools.	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Other Schools. Madrassahs.	Male ...	...	3	44	103	304	15,850	1	...	...	16,305
	Female ...	...	...	...	...	...	45	...	...	...	45
Other Schools. Miscellaneous Schools.	Male ...	...	81	6,131	1,552	5,438	56,783	6	...	26	70,017
	Female ...	...	21	88	98	206	14,970	...	...	6	15,389
Total	...	**1,445**	**752**	**7,404**	**3,033**	**8,082**	**89,345**	**101**	**5**	**68**	**110,235**
Total of Colleges and Schools of Public Instruction.		**9,883**	**13,063**	**151,080**	**179,656**	**608,556**	**756,319**	**6,984**	**117**	**11,309**	**1,736,967**

EDUCATION—GENERAL TABLE IIIA—*concld.*

Number of Scholars in the Presidency of Bengal, on the 31st March 1915, classified according to sex, race, or creed—*concluded.*

	Europeans and Eurasians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Babhans, Rajputs, Baidyas and Kayasthas.	Others.					
1	2	3	4	5	6	7	8	9	10	11
PRIVATE INSTITUTIONS.										
1. Advanced, Teaching—										
(*a*) Arabic or Persian { Male	...	...	...	...	4	4,356	...	...	...	4,360
Female	...	...	...	...	...	5	...	...	...	5
(*b*) Sanskrit { Male[c]	...	...	287	64	6	...	...	...	...	357
Female	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. { Male	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching a Vernacular only or mainly—										
For Boys { Male	...	...	179	287	981	4,289	9	...	...	5,745
Female	...	...	15	52	10	260	3	...	...	340
For Girls { Male	...	...	10	...	4	6	...	...	...	20
Female	...	...	64	46	213	743	...	...	...	1,066
3. Elementary, teaching the Koran only—										
For Boys[c] { Male	...	...	...	...	...	24,243	...	...	...	24,243
Female	...	...	...	...	...	3,958	...	...	...	3,958
For Girls { Male	...	...	...	...	...	310	...	...	...	310
Female	...	...	...	..	...	3,740	...	...	...	3,740
4. Other Schools not conforming to Departmental Standards—										
For Boys { Male	...	116	1,938	3,178	5,695	4,981	844	5	10	16,767
Female	...	...	6	52	49	71	2	...	1	181
For Girls { Male	...	4	5	4	1	20	...	...	...	34
Female	...	116	391	461	474	349	...	5	...	1,796
Total of Private Institutions		**236**	**2,895**	**4,144**	**7,437**	**47,331**	**858**	**10**	**11**	**62,922**
Grand Total ...	**9,883**	**13,299**	**153,975**	**183,800**	**615,993**	**803,650**	**7,842**	**127**	**11,320**	**1,799,889**

EDUCATION—

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.									
Arts Colleges—									
English	5,51,774	...	...	2,83,467	1,159	13,272	8,49,672	2,657	...
Colleges for Professional Training—									
Law	34,807	...	...	1,42,579	...	...	1,77,386	...	...
Medicine	2,17,745	...	...	80,387	...	...	2,98,132	...	..
Engineering	2,06,488	...	...	18,511	...	6,244	2,31,243	...	...
Teaching	95,439	...	...	...	...	...	95,439	...	...
Total for Colleges ...	**11,06,253**	...	...	**5,24,944**	**1,159**	**19,516**	**16,51,872**	**2,657**	...
SCHOOL EDUCATION.									
GENERAL.									
Secondary Schools—									
For Boys. High Schools ... English ...	2,46,984	...	...	3,42,758	240	2,605	5,92,587	5,834	...
For Boys. Middle ditto English ...	11,433	...	...	2,699	...	...	14,132	...	12,701
For Boys. Middle ditto Vernacular ...	2,733	...	...	356	...	...	3,089	...	17,283
Total for Secondary Schools for Boys.	**2,61,150**	...	...	**3,45,813**	**240**	**2,605**	**6,09,808**	**5,834**	**29,984**
For Girls. High Schools ... English ...	87,363	...	...	30,124	300	42	1,17,829	...	...
For Girls. Middle ditto English ...	8,629	...	...	335	160	6	9,130	...	...
For Girls. Middle ditto Vernacular ...	2,820	...	...	...	...	...	2,820	...	...
Total for Secondary Schools for Girls.	**98,812**	...	...	**30,459**	**460**	**48**	**1,29,779**	...	...
Total Secondary Schools both for Boys and Girls.	**3,59,962**	...	...	**3,76,272**	**700**	**2,653**	**7,39,587**	**5,834**	**29,984**
Primary Schools—									
For Boys Upper Primary ...	54,944	...	...	3,138	...	23	58,105	12	30,487
For Boys Lower ditto ...	1,194	...	...	...	...	...	1,194	1,787	2,79,745
Total for Primary Schools for Boys.	**56,138**	...	...	**3,138**	...	**23**	**59,299**	**1,799**	**3,10,232**
For Girls Upper Primary ...	9,487	163	65	56	681	125	10,577	106	518
For Girls Lower ditto ...	11,532	381	84	123	692	200	13,012	...	2,511
Total for Primary Schools for Girls.	**21,019**	**544**	**149**	**179**	**1,373**	**325**	**23,589**	**106**	**3,029**
Total Primary Schools both for Boys and Girls.	**77,157**	**544**	**149**	**3,317**	**1,373**	**348**	**82,888**	**1,905**	**3,13,261**

GENERAL TABLE IV.

in the Bengal Presidency for the official year 1914-15.

INSTITUTIONS.														
MANAGEMENT.														
District or Municipal Board.					Maintained by Native States.							Aided by Government, etc.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
167	6,026	...	4,654	13,504	...	...	...	...	...	...	...	1,36,396	...	...
...	384	...	...	384	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	6,420	...	...
167	**6,410**	...	**4,654**	**13,888**	...	...	...	...	...	...	...	**1,42,816**	...	...
734	33,147	...	...	39,715	...	...	...	...	...	...	...	3,45,101	3,375	6,405
1,243	34,466	2,422	139	50,971	...	...	...	...	...	...	...	2,14,743	1,36,249	13,875
...	12,121	1,270	...	30,674	...	...	...	...	...	...	...	39,570	21,497	234
1,977	**79,734**	**3,692**	**139**	**1,21,360**	...	...	...	...	...	...	...	**5,99,414**	**1,61,121**	**20,514**
...	...	...	...	...	...	...	...	...	...	...	...	1,51,315	...	3,697
...	...	...	...	...	...	...	...	...	...	...	...	94,934	559	8,982
1,414	261	...	...	1,675	...	...	...	...	...	...	...	17,240	680	2,557
1,414	**261**	...	...	**1,675**	...	...	...	...	...	...	...	**2,63,489**	**1,239**	**15,236**
3,391	**79,995**	**3,692**	**139**	**1,23,035**	...	...	...	...	...	...	..	**8,62,903**	**1,62,360**	**35,750**
666	14,952	776	179	47,072	...	...	...	...	...	...	...	41,901	2,58,848	13,302
752	1,91,795	13,532	1,325	4,88,936	342	...	...	231	30	...	603	87,381	6,70,240	39,443
1,418	**2,06,747**	**14,308**	**1,504**	**5,36,008**	**342**	...	...	**231**	**30**	...	**603**	**1,29,282**	**9,29,088**	**52,745**
2,494	98	44	...	3,260	...	...	...	...	...	...	...	51,894	6,200	7,011
...	...	...	...	2,511	...	...	...	...	...	...	...	63,408	1,66,333	14,674
2,494	**98**	**44**	...	**5,771**	...	...	...	...	...	...	...	**1,15,302**	**1,72,533**	**21,685**
3,912	**2,06,845**	**14,352**	**1,504**	**5,41,779**	**342**	...	...	**231**	**30**	...	**603**	**2,44,584**	**11,01,621**	**74,430**

EDUCATION—

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC INSTITU					
	UNDER PRIVATE MANAGE					
	Aided by Government or by District or Municipal Boards—*concluded.*				Un	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	TOTAL.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.						
Arts Colleges—						
English	2,68,811	1,769	1,07,303	5,14,279	3,61,166	12
Colleges for Professional Training—						
Law	...	...	...	...	18,784	...
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Teaching	250	...	...	6,670	400	...
Total for Colleges ...	**2,69,061**	**1,769**	**1,07,303**	**5,20,949**	**3,80,350**	**12**
SCHOOL EDUCATION.						
GENERAL						
Secondary Schools—						
For Boys. High Schools ... English ...	12,18,003	1,08,169	83,738	17,64,791	19,19,156	1,55,003
For Boys. Middle Schools English ...	7,58,936	1,51,293	63,335	13,38,431	4,04,854	1,53,422
For Boys. Middle Schools Vernacular	72,560	21,594	7,413	1,62,868	12,852	6,604
Total for Secondary Schools for Boys.	**20,49,499**	**2,81,056**	**1,54,486**	**32,66,090**	**23,36,862**	**2,95,029**
For Girls. High Schools ... English ...	1,63,346	47,030	24,817	3,90,205	4,346	250
For Girls. Middle Schools English ...	33,593	8,652	29,072	1,75,792	71	...
For Girls. Middle Schools Vernacular	5,745	18,912	1,745	46,879	8	640
Total for Secondary Schools for Girls.	**2,02,684**	**74,594**	**55,634**	**6,12,876**	**4,425**	**890**
Total for Secondary Schools both for Boys and Girls.	**22,52,183**	**3,55,650**	**2,10,120**	**38,78,966**	**23,41,287**	**2,95,919**
Primary Schools—						
For Boys ... Upper Primary ...	3,21,685	43 641	10,260	6,89,637	10,513	3,604
For Boys ... Lower ditto ...	10,30,202	1,19,368	31,727	19,78,361	1,23,286	22,506
Total for Primary Schools for Boys.	**13,51,887**	**1,63,009**	**41,987**	**26,67,998**	**1,33,799**	**26,110**
For Girls ... Upper Primary ...	14,529	38,361	14,663	1,32,658	205	492
For Girls ... Lower ditto ...	10.393	46,361	15,214	3,16,383	1,427	6,373
Total for Primary Schools for Girls.	**24,922**	**84,722**	**29,877**	**4,49,041**	**1,632**	**6,865**
Total for Primary Schools both for Boys and Girls.	**13,76,809**	**2,47,731**	**71,864**	**31,17,039**	**1,35,431**	**32,975**

GENERAL TABLE IV—*contd.*

in the Bengal Presidency for the official year 1914-15.

TIONS. / MENT. / aided.		TOTAL EXPENDITURE.							
						ALL OTHER SOURCES.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	GRAND TOTAL.
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
67,903	4,29,081	6,90,827	...	167	9,19,470	1,96,072	...	...	18,06,536
...	18,784	34,807	...	...	1,61,747	...	...	...	1,96,554
...	...	2,17,745	...	...	80,387	...	...	...	2,98,132
...	...	2,06,488	...	...	18,511	6,244	...	...	2,31,243
638	1,038	1,01,859	...	...	650	638	...	...	1,03,147
68,541	**4,48,903**	**12,51,726**	...	**167**	**11,80,765**	**2,02,954**	...	...	**26,35,61**
1,67,190	22,41,349	5,97,919	3,375	*7,739	35,13,064	5,15,145	1,200	...	46,38,442
43,038	5,81,314	2,26,176	1,48,950	15,118	12,00,955	3,92,953	696	...	19,84,848
2,297	21,753	42,303	38,780	234	97,889	39,178	...	...	2,18,384
2,12,525	**28,44,416**	**8,66,398**	**1,91,105**	**23,091**	**48,11,908**	**9,47,276**	**1,896**	...	**68,41,6**
1,400	5,996	2,38,678	...	3,697	1,97,816	73,839	...	...	5,14,030
979	1,050	1,03,563	559	8,982	33,999	38,869	...	...	1,85,972
694	1,342	20,060	680	3,971	6,014	21,636	355	...	52,716
3,073	**8,388**	**3,62,301**	**1,239**	**16,650**	**2,37,829**	**1,34,344**	**355**	...	**7,52,718**
2,15,598	**28,52,804**	**12,28,699**	**1,92,344**	**39,741**	**50,49,737**	**10,81,620**	**2,251**	...	**75,94,392**
529	14,646	96,857	2,89,335	13,968	3,50,288	58,504	508	...	8,09,460
9,022	1,54,814	90,362	9,49,985	40,195	13,45,514	1,96,581	1,271	...	26,23,908
9,551	**1,69,460**	**1,87,219**	**12,39,320**	**54,163**	**16,95,802**	**2,55,085**	**1,779**	...	**34,33,368**
47	744	61,487	6,881	9,570	14,888	54,413	...	...	1,47,239
2,388	10,188	74,940	1,69,225	14,758	11,943	71,156	72	...	3,42,094
2,435	**10,932**	**1,36,427**	**1,76,106**	**24,328**	**26,831**	**1,25,569**	**72**	...	**4,89,333**
11,986	**1,80,392**	**3,23,646**	**14,15,426**	**78,491**	**17,22,633**	**3,80,654**	**1,851**	...	**39,22,7**

* Includes Rs. 600 given to unaided schools.

EDUCATION—

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOLS FOR SPECIAL INSTRUCTION.									
Training Schools for—									
(*a*) Masters	2,76,539	...	...	9,539	...	185	2,86,263	...	...
(*b*) Mistresses	27,981	...	...	163	...	...	28,144	...	...
Schools of Art	41,265	...	...	4,752	...	...	46,017	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	95,196	...	...	25,451	...	...	1,20,647	...	...
Engineering and Surveying Schools.	45,275	...	..	7,006	362	2,538	55,181	...	...
Technical and Industrial Schools	48,041	5,787	...	1,149	600	5,575	61,152	1,320	33,008
Commercial Schools	17,318	...	...	4,529	...	...	21,847	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools — Madrassahs ...	54,112	...	...	36,230	..	21,931	1,12,273	...	...
Other Schools — Miscellaneous Schools.	15,716	...	...	256	...	484	16,456	...	457
Total ...	**6,21,443**	**5,787**	...	**89,075**	**962**	**30,713**	**7,47,980**	**1,320**	**33,465**
Total of Direct Expenditure ...	**21,64,815**	**6,331**	**149**	**9,93,608**	**4,194**	**53,230**	**32,22,327**	**11,716**	**3,76,710**
INDIRECT EXPENDITURE.									
Buildings	12,36,085	313	...	...	...	11,325	12,47,723	300	2,81,400
Furniture and Apparatus (Special Grants only).	69,805	...	...	125	...	289	70,219	9,960	65,741
Total ...	**13,05,890**	**313**	...	**125**	...	**11,614**	**13,17,942**	**10,260**	**3,47,141**
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts Colleges ...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges.	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	. .	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	..	...	...	.	...	...	...	...
Other Special Schools.	...	...	...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...	...	...	...

GENERAL TABLE IV—*contd.*

in the Bangal Presidency for the official year 1914-15.

PUBLIC INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	8,696	...	...
...	...	...	...	...	...	...	...	...	...	...	...	14,269	...	...
...	..	...	...	...	...	...	...	...	...	...	...	1,800	...	450
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,632	...	...
72	3,976	173	8,189	46,738	...	...	...	...	...	...	...	23,472	...	2,938
...	...	...	...	...	...	...	...	...	...	...	...	3,541	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	22,908	14,530	890
...	249	25	...	731	...	...	...	...	...	...	...	63,915	87,151	24,962
72	**4,225**	**198**	**8,189**	**47,469**	...	...	...	...	...	...	...	**1,40,233**	**1,01,681**	**29,240**
7,542	**2,97,475**	**18,242**	**14,486**	**7,26,171**	**342**	...	...	**231**	**30**	...	**603**	**13,90,536**	**13,65,662**	**1,39,420**
6,537	1,408	2,625	1,662	2,93,932	...	...	...	...	...	...	...	13,69,839	1,07,082	2,743
636	...	670	...	77,007	...	...	...	...	...	...	...	1,29,940	83,726	1,306
7,173	**1,408**	**3,295**	**1,662**	**3,70,939**	...	...	...	...	...	...	...	**14,99,779**	**1,90,808**	**4,049**
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

EDUCATION—

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC / UNDER PRIVATE — Aided by Government or by District or Municipal Boards—*concld.*				Un	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
	26	27	28	29	30	31
SCHOOLS FOR SPECIAL INSTRUCTION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools for—						
(*a*) Masters	...	5,266	6,281	20,243	...	...
(*b*) Mistresses	4,008	11,112	204	29,593	...	...
Schools of Art	1,313	...	11,324	14,887	1,000	...
Law School	...	...	...	...	...	...
Medical Schools	...	...	...	...	50,677	...
Engineering and Surveying Schools.	1,045	904	...	3,581	...	...
Technical and Industrial Schools...	6,591	23,194	18,106	74,301	...	430
Commercial Schools	890	...	1,926	6,357	13,144	...
Agricultural Schools	...	...	...	...	...	...
Other Schools — Madrassahs ...	43,788	29,457	9,277	1,20,850	18,951	15,510
Other Schools — Miscellaneous Schools.	92,462	60,269	29,703	3,58,462	20,908	23,921
Total ...	**1,50,097**	**1,30,202**	**76,821**	**6,28,274**	**1,04,680**	**39,861**
Total Direct Expenditure ...	**40,48,150**	**7,35,352**	**4,66,108**	**81,45,228**	**29,61,748**	**3,68,767**
INDIRECT EXPENDITURE.						
Buildings	46,872	1,05,794	2,86,614	19,18,941	965	84,206
Furniture and apparatus (special grants only).	27,588	21,371	55,277	3,19,208	5,956	15,536
Total ...	**74,460**	**1,27,165**	**3,41,891**	**22,38,152**	**6,921**	**99,742**
University	..	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships held in— Arts Colleges ...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges.	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools.	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...

GENERAL TABLE IV—*contd.*

in the Bengal Presidency for the official year 1914-15.

INSTITUTIONS. MANAGEMENT. aided.		TOTAL EXPENDITURE FROM—							
						ALL OTHER SOURCES.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	GRAND TOTAL.
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	2,85,235	...	...	9,539	11,732	...	...	3,06,506
...	...	42,250	...	..	4,171	11,316	...	...	57,737
4,116	5,116	43,065	...	450	7,065	15,440	...	...	66,020
...	...	...	...	...	...	...	...	...	...
3,050	53,727	95,196	...	...	76,128	3,050	...	...	1,74,374
...	...	46,907	...	...	8,051	3,804	...	...	58,762
2,990	3,420	72,833	38,795	3,010	11,716	59,257	...	...	1,85,611
...	13,144	20,859	...	...	18,563	1,926	...	...	41,348
...	...	...	...	...	...	...	...	...	...
4,430	38,891	77,020	14,530	890	98,969	80,605	...	...	2,72,014
41,685	86,514	79,631	87,608	24,962	1,13,875	1,56,087	...	...	4,62,163
56,271	**2,00,812**	**7,62,996**	**1,40,933**	**29,312**	**3,48,077**	**3,43,217**	...	...	**16,24,535**
3,52,396	**36,82,911**	**35,67,067**	**17,48,703**	**1,47,711**	**83,01,212**	**20,08,445**	**4,102**	...	**1,57,77,240**
3,02,080	3,87,251	(a)27,37,953	(b)3,95,045	9,280	49,245	6,56,327	...	...	38,47,850
67,632	89,124	(c)2,53,226	(d)1,49,617	1,942	33,669	1,17,104	...	...	5,55,558
3,69,712	**4,76,375**	**29,91,179**	**5,44,662**	**11,222**	**82,914**	**7,73,431**	...	...	**44,03,408**
...	...	**2,75,050**	...	...	**6,25,701**	**1,93,027**	...	...	**10,93,778**
...	...	**1,61,668**	...	...	...	...	..	...	**1,61,668**
...	...	**8,67,343**	**45,560**	**1,399**	...	**351**	...	...	**9,14,653**
...	...	1,07,298	...	...	220	36,290	...	...	1,43,808
...	..	27,241	590	...	...	5,683	...	...	33,514
...	...	18,914	1,975	31	3,014	249	...	...	24,183
...	...	63,310	22,751	1,397	501	2,466	...	...	90,425
...	...	1,541	8,934	90	...	24	...	...	10,589
...	...	7,208	...	...	...	866	...	...	8,074
...	...	6,052	6,994	182	...	120	65	...	13,413
...	...	15,764	2,630	157	1,396	2,060	86	..	22,093
...	...	**2,47,328**	**43,874**	**1,857**	**5,131**	**47,758**	**151**	...	**3,46,099**

(a) Includes Rs. 1,31,729 given to unaided schools.
(b) ,, ,, 6,250 ,, ,, ,,
(c) ,, ,, 43,521 ,, ,, ,,
(d) ,, 150 ,, ,, ,,

EDUCATION—

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
Miscellaneous—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hostel (boarding) charges ...	...	...	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...	...	...
Charges for conducting examinations.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognized *tols*.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to *maktabs*.	...	...	...	...	...	...	...	...	...
Payments to other private schools.	...	...	...	...	...	...	...	...	...
Payments to schools for European or Eurasian cadets.	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous.	...	...	...	...	...	...	...	...	...
Total of Miscellaneous Charges	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure	**13,05,890**	**313**	...	**125**	...	**11,614**	**13,17,942**	**10,260**	**3,47,141**
Total expenditure on Public Instruction in 1914-15.	**34,70,705**	**6,644**	**149**	**9,93,733**	**4,194**	**64,844**	**45,40,269**	**21,976**	**7,23,851**

GENERAL TABLE IV—*contd*

in the Bengal Presidency for the official year 1914-15.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7,173	**1,408**	**3,295**	**1,662**	**3,70,939**	...	...	...	...	...	...	...	**14,99,779**	**1,90,808**	**4,049**
14,715	**2,98,883**	**21,537**	**16,148**	**10,97,110**	**342**	...	...	**231**	**30**	...	**603**	**28,90,315**	**15,56,470**	**1,43,469**

EDUCATION—

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards—*concld.*				Up	
	Fees, including fees paid from Mohsin fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin fund.	Subscriptions.
	26	27	28	29	30	31
Miscellaneous—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hostel (boarding) charges ...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...
Charges for conducting examinations.	...	..	...	...	...	...
Stipends, prizes and rewards to unrecognized *tols*.	...	...	...	...	...	...
Stipends, prizes and rewards to *maktabs*.	...	...	...	...	...	...
Payments to other private schools.	...	...	...	...	...	...
Payments to schools for European or Eurasian cadets.	...	...	...	...	...	...
Contingencies and miscellaneous.	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	**74,460**	**1,27,165**	**3,41,891**	**22,38,152**	**6,921**	**99,742**
Total Expenditure on Public Instruction in 1914-15.	**41,22,610**	**8,62,517**	**8,07,999**	**1,03,83,380**	**29,68,669**	**4,68,509**

GENERAL TABLE IV—*concld.*

in the Bengal Presidency for the official year 1914-15.

INSTITUTIONS.

MANAGEMENT.

TOTAL EXPENDITURE FROM—

aided.

Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	ALL OTHER SOURCES.			GRAND TOTAL.
						Private.	Public.		
							Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	3,64,656	829	474	13,73,416	3,92,044	...	...	21,31,419
...	...	4,988	17,345	775	3	251	...	...	23,362
...	...	4,659	158	...	11,218	61	...	...	16,096
...	...	...	53	60	...	...	...	...	113
...	...	148	192	144	...	...	...	...	484
...	...	12,428	299	2,112	13,844	4,084	...	...	32,767
...	...	12,200	...	...	...	1,034	...	...	13,234
...	...	1,94,196	32,272	2,474	63,188	2,27,677	...	...	5,19,807
...	...	**5,93,275**	**51,148**	**6,039**	**14,61,669**	**6,25,151**	...	...	**27,37,282**
3,69,712	**4,76,375**	**51,35,843**	**6,85,244**	**20,517**	**21,75,415**	**16,39,718**	**151**	...	**96,56,888**
7,22,108	**41,59,286**	**(x)87,02,910**	**(y)24,33,947**	**(z)1,68,228**	**1,04,76,627**	**36,48,163**	**4,253**	...	**2,54,34,128**

(*x*) Includes Rs. 1,75,250 given to unaided schools.
(*y*) ,, ,, 6,400 ,, ,, ,,
(*z*) ,, ,, 600 ,, ,, ,,

EDUCATION—

Return of the Stages of instruction of Pupils in Public Schools for Secondary and

Class of School.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
(English and Vernacular.)								
For Boys.								
Government ... English ...	43	15,359	8,540	...	8,540	3,785	...	3,785
Government ... Vernacular ...	3	168	...	...	...	16	...	16
District Fund ... English ...	39	4,273	...	...	...	976	...	976
District Fund ... Vernacular ...	45	3,001	...	...	...	451	1	452
Municipal ... English ...	7	2,368	887	...	887	625	...	625
Municipal ... Vernacular ...	...	...	...	...	...	...	...	...
Native States ... English ...	...	...	...	...	...	...	...	...
Native States ... Vernacular ...	...	...	...	...	...	...	...	...
Aided ... English ...	1,064	153,013	28,234	11	28,245	38,936	58	38,994
Aided ... Vernacular ...	324	19,029	...	...	...	2,982	...	2,982
Unaided ... English ...	903	172,087	41,997	...	41,997	43,814	...	43,814
Unaided ... Vernacular ...	42	2,714	...	...	...	540	...	540
Total ...	**2,470**	**372,012**	**79,658**	**11**	**79,669**	**92,125**	**59**	**92,184**
For Girls.								
Government ... English ...	7	1,267	...	200	200	...	191	191
Government ... Vernacular ...	1	111	...	...	...	...	8	8
District Fund ... English ...	...	...	...	...	...	...	...	...
District Fund ... Vernacular ...	...	...	...	...	...	...	...	...
Municipal ... English ...	...	...	...	...	...	...	...	...
Municipal ... Vernacular ...	1	81	...	...	...	...	8	8
Native States ... English ...	...	...	...	...	...	...	...	...
Native States ... Vernacular ...	...	...	...	...	...	...	...	...
Aided ... English ...	48	6,940	...	481	481	12	888	900
Aided ... Vernacular ...	25	2,256	...	...	...	...	90	90
Unaided ... English ...	3	152	...	12	12	...	22	22
Unaided ... Vernacular ...	2	114	...	...	...	..	2	2
Total ...	**87**	**10,921**	**...**	**693**	**693**	**12**	**1,209**	**1,221**
Total Secondary Schools for Boys and Girls.	**2,557**	**382,933**	**79,658**	**704**	**80,362**	**92,137**	**1,268**	**93,405**

GENERAL TABLE V.

Primary Education in the Bengal Presidency at the end of the official year 1914-15.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,232	...	2,232	787	...	787	15	...	15	15,359	...	15,359
16	...	16	79	...	79	57	...	57	168	...	168
1,369	2	1,371	1,781	12	1,793	132	1	133	4,258	15	4,273
463	...	463	1,411	1	1,412	668	6	674	2,993	8	3,001
538	...	538	317	...	317	1	...	1	2,368	...	2,368
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
44,486	90	44,576	37,947	280	38,227	2,957	14	2,971	152,560	453	153,013
3,885	3	3,888	8,771	57	8,828	3,301	30	3,331	18,939	90	19,029
43,970	6	43,976	39,884	32	39,916	2,372	12	2,384	172,037	50	172,087
604	...	604	1,141	1	1,142	428	...	428	2,713	1	2,714
97,563	**101**	**97,664**	**92,118**	**383**	**92,501**	**9,931**	**63**	**9,994**	**371,395**	**617**	**372,012**
4	200	204	6	512	518	9	145	154	19	1,248	1,267
...	...	...	...	51	51	...	52	52	...	111	111
...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	6	6	...	27	27	...	40	40	...	81	81
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
76	1,247	1,323	775	2,984	3,759	53	424	477	916	6,024	6,940
...	205	205	74	1,221	1,295	8	658	666	82	2,174	2,256
3	35	38	13	57	70	...	10	10	16	136	152
...	4	4	...	54	54	...	54	54	...	114	114
83	**1,697**	**1,780**	**868**	**4,906**	**5,774**	**70**	**1,383**	**1,453**	**1,033**	**9,888**	**10,921**
97,646	**1,798**	**99,444**	**92,986**	**5,289**	**98,275**	**10,001**	**1,446**	**11,447**	**372,428**	**10,505**	**382,933**

EDUCATION—

Return of the Stages of instruction of Pupils in Public Schools for Secondary and

Class of School.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
PRIMARY SCHOOLS.								
For Boys.								
Upper Primary Schools.								
Government	108	4,042	...	...	...	...	...	...
District Fund	149	7,341	...	...	...	...	...	...
Municipal	2	157	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	2,878	148,488	...	...	...	...	...	...
Unaided	87	4,594	...	...	...	19	...	19
Total ...	**3,224**	**164,622**	...	...	...	**19**	...	**19**
Lower Primary Schools.								
Government	7	227	...	...	...	...	...	...
District Fund	2,563	124,339	...	...	...	...	...	...
Municipal	4	209	...	...	...	...	...	...
Native States	6	171	...	...	...	...	...	...
Aided	19,177	661,003	...	...	...	...	...	...
Unaided	3,354	96,691	...	...	...	...	...	...
Total ...	**25,111**	**882,640**	...	...	...	...	...	...
Total Primary Schools for Boys ...	**28,335**	**1,047,262**	...	...	...	**19**	...	**19**
For Girls.								
Upper Primary Schools.								
Government	22	1,237	...	...	...	...	4	4
District Fund	1	72	...	...	...	...	...	...
Municipal	3	149	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	204	12,021	...	...	...	1	48	49
Unaided	3	193	...	...	...	...	...	...
Total ...	**233**	**13,672**	...	...	...	**1**	**52**	**53**
Lower Primary Schools.								
Government	47	1,724	...	...	...	...	1	1
District Fund	21	793	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	6,137	138,101	...	...	...	...	18	18
Unaided	1,189	22,690	...	...	...	...	3	3
Total ...	**7,394**	**163,308**	...	...	...	...	**22**	**22**
Total Primary Schools for Girls ...	**7,627**	**176,980**	...	...	...	**1**	**74**	**75**
Total Primary Schools both for Boys and Girls.	**35,962**	**1,224,242**	...	...	...	**20**	**74**	**94**
Grand Total for 1914-15 ...	**38,519**	**1,607,175**	**79,658**	**704**	**80,362**	**92,157**	**1,342**	**93,499**

GENERAL TABLE V—*concld.*

Primary Education in the Bengal Presidency at the end of the official year 1914-15.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
806	...	806	2,277	4	2,281	952	3	955	4,035	7	4,042
1,387	3	1,390	4,111	59	4,170	1,730	51	1,781	7,228	113	7,341
26	...	26	121	...	121	8	2	10	155	2	157
...	...	...	...	...	...	...	...	...	...	...	...
20,023	86	20,109	80,852	1,895	82,747	43,495	2,137	45,632	144,370	4,118	148,488
648	...	648	2,393	47	2,440	1,362	125	1,487	4,422	172	4,594
22,890	**89**	**22,979**	**89,754**	**2,005**	**91,759**	**47,547**	**2,318**	**49,865**	**160,210**	**4,412**	**164,622**
...	...	...	74	...	74	139	14	153	213	14	227
117	4	121	60,355	852	61,207	59,592	3,419	63,011	120,064	4,275	124,339
...	...	...	97	...	97	112	...	112	209	...	209
...	...	...	62	...	62	96	13	109	158	13	171
128	1	129	365,374	13,177	378,551	259,193	23,130	282,323	624,695	36,308	661,003
10	...	10	44,459	1,905	46,364	45,949	4,368	50,317	90,418	6,273	96,691
255	**5**	**260**	**470,421**	**15,934**	**486,355**	**365,081**	**30,944**	**396,025**	**835,757**	**46,883**	**882,640**
23,145	**94**	**23,239**	**560,175**	**17,939**	**578,114**	**412,628**	**33,262**	**445,890**	**995,967**	**51,295**	**1,047,262**
...	68	68	5	646	651	4	510	514	9	1,228	1,237
...	2	2	...	7	7	...	63	63	...	72	72
...	12	12	...	88	88	...	49	49	...	149	149
...	...	...	...	...	...	...	...	...	...	...	...
6	730	736	318	6,727	7,045	194	3,997	4,191	519	11,502	12,021
...	16	16	...	65	65	...	112	112	...	193	193
6	**828**	**834**	**323**	**7,533**	**7,856**	**198**	**4,731**	**4,929**	**528**	**13,144**	**13,67**
...	27	27	...	939	939	...	757	757	...	1,724	1,724
...	...	...	...	199	199	...	594	594	...	793	793
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	213	213	755	49,488	50,243	1,441	86,186	87,627	2,196	135,905	138,101
...	13	13	130	5,259	5,389	291	16,994	17,285	421	22,269	22,690
...	**253**	**253**	**885**	**55,885**	**56,770**	**1,732**	**104,531**	**106,263**	**2,617**	**160,691**	**163,308**
6	**1,081**	**1,087**	**1,208**	**63,418**	**64,626**	**1,930**	**109,262**	**111,192**	**3,145**	**173,835**	**176,980**
23,151	**1,175**	**24,326**	**561,383**	**81,357**	**642,740**	**414,558**	**142,524**	**557,082**	**999,112**	**225,130**	**1,224,242**
120,797	**2,973**	**123,770**	**654,369**	**86,646**	**741,015**	**424,559**	**143,970**	**568,529**	**1,371,540**	**235,635**	**1,607,175**

EDUCATION—

Return showing the Results of the Prescribed Examinations

Name of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.
1	2	3	4	5	7	8	9	10	
I.—ARTS COLLEGES.									
1. Master of Arts	2	1	...	3	95	22	...	406 (a)	523
2. Master of Science	2	...	...	2	37	...	...	57 (b)	94
3. Bachelor of Arts	8	6	6	20	496	444	1,377	161	2,478
4. Bachelor of Science ...	6	2	4	12	186	106	160	15	467
5. Intermediate Examination in Arts.	9	14	11	34	702	1,734	1,961	289	4,686
6. Intermediate Examination in Science.	6	6	6	18	187	224	439	23	873
II.—COLLEGES FOR PROFESSIONAL TRAINING.									
(a) Law—									
1. Bachelor of Law. Final ...	2	...	1	3	385	...	60	30	475
Intermediate ...	2	...	1	3	575	...	54	21	650
Preliminary ...	2	...	1	3	1,124	...	60	48	1,232
(b) Medicine—									
1. Preliminary Scientific M.B. Boys	1	...	...	1	182	...	...	...	182
Girls					6	...	...	...	6
2. First M.B. ... ... Boys	1	...	...	1	244	...	...	...	244
Girls					7	...	...	...	7
3. Second M.B. ... Boys	1	...	...	1	109	...	...	...	109
Girls					3	...	...	...	3
4. Honours in Medicine .. Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
5. Doctors in Medicine ... Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
(c) Engineering—									
1. B. E. Examination ...	1	...	...	1	25	...	...	...	25
2. I. E. Examination ...	1	...	...	1	28	...	...	...	28
(d) Teaching—									
1. B. T. Examination ..	2	1	...	3	53	6	...	1	60
2. L. T. Examination ...	1	1	1	3	14	8	4	1	27

(a) Includes 217 University students.
(b) " 29 " "

GENERAL TABLE VI.

in the Bengal Presidency for the official year 1914-15.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								
Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Eurasians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.
							Brahmans.	Baidyas, Rajputs, Baidyas and Kayasthas.	Others.				
11	12	13	14	15	16	17	18	19	20	21	22	23	24
56	19	...	242 (c)	317	...	2	106	178	22	8	1	...	...
23	...	...	32 (d)	55	...	...	15	39	...	1	...	...	...
254	239	588	67	1,148	...	16	398	497	168	68	...	1	...
108	63	50	5	226	...	...	62	122	40	2	...	...	...
430	1,031	816	174	2,451	6	25	784	1,041	391	194	8	1	1
138	129	211	9	487	2	...	125	220	130	8	...	2	...
229	...	27	11	267	...	...	70	144	35	18	...	...	...
322	...	23	4	349	1	...	111	181	39	17	...	...	...
551	...	25	16	592	...	...	185	305	74	23	2	...	3
125	...	...	...	125	...	2	31	72	14	4	2	...	...
3	...	...	...	3	3	...	...	...	...	...	...	...	...
90	...	...	...	90	...	2	24	46	16	1	...	1	...
5	...	...	...	5	5	...	...	...	...	...	...	...	...
59	...	...	...	59	1	...	25	25	8	...	...	...	...
2	...	...	...	2	2	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	...	...	...	10	...	...	2	7	1	...	...	...	...
5	...	...	...	5	...	...	2	2	1	...	...	...	...
44	3	...	1	48	...	2	15	20	7	3	1	...	...
11	3	4	1	19	4	...	1	8	1	5	...	...	...

(c) Include 138 University students.
(d) „ 17 „ „

EDUCATION—

Return showing the Results of the Prescribed Examinations

Name of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.
1	2	3	4	5	6	7	8	9	10
III.—SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation Examination. { Boys	44	209	252	505	1,264	2,750	4,700	281	8,995
{ Girls	4	6	2	12	16	30	6	6	58
2. "B" Final Examination ...	6	...	...	6	25	...	...	...	25
3. Middle School Examination. { Boys	120	1,268	761	2,149	2,332	14,146	12,951	...	29,429
{ Girls	6	40	5	51	41	174	11	1	227
4. Upper Primary Examination. { Boys	353	3,864	848	5,065	3,797	30,102	19,680	...	53,579
{ Girls	15	143	6	164	49	411	15	...	475
5. Lower Primary Examination. { Boys	2,566	17,012	1,744	21,322	12,412	70,585	15,978	...	98,975
{ Girls	62	1,710	90	1,862	243	4,065	108	...	4,416
6. Elementary School Certificate Examination. { Boys	...	6	...	6	...	54	...	...	54
{ Girls	...	9	...	9	...	62	...	...	62
7. Cambridge Junior Examination. { Boys	1	6	2	9	3	86	23	...	112
{ Girls	1	11	...	12	9	70	...	...	79
8. Cambridge Senior Examination. { Boys	...	3	2	5	...	27	15	...	42
{ Girls	...	6	...	6	...	33	...	...	33
IV.—SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. { Upper ...	5	1	...	6	150	4	...	25	179
{ Lower ...	118	2	...	120	1,171	3	...	25	1,199
2. Ditto ditto for Mistresses. { Upper ...	2	5	...	7	22	26	...	...	48
{ Lower ...	1	3	...	4	6	33	...	...	39
3. Schools of Art Examination ...	1	...	...	1	26	...	...	...	26
4. Medical School Examination—Final	2	...	...	2	137	...	...	...	137
5. Overseer Examination ...	2	...	..	2	91	...	...	...	91
6. Sub-Overseer Examination ...	8	1	...	9	99	3	...	...	102
7. Survey Final Examination ...	4	...	...	4	82	...	...	...	82
8. Commerce—Commercial class—Final ...	1	...	...	1	14	...	...	...	14
Ditto do. —Special	1	...	5	6	55	...	55	9	119
9. Sanskrit Title Examination ...		167		167		479		17	496
10. Do. Second Examination		401		401		1,036		20	1,056
11. Do. First Examination ...		671		671		1,524		7	1,531
12. Madrassah Examination. { Higher standard	4	5	1	10	188	86	2	31	307
{ Lower ditto	4	5	1	10	197	76	2	7	282

GENERAL TABLE VI—*concld.*

in the Bengal Presidency for the official year 1914-15.

Number passed.					Race or Creed of passed Scholars.								
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Eurasians.	Indian Christians.	Brahmans.	Babhans, Rajputs, Baidyas and Kyasthas.	Others.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
958	1,764	2,661	128	5,511	...	21	1,695	2,124	935	700	26	...	10
15	23	3	3	44	2	15	11	11	4	1	...	...	...
10	...	...	...	10	...	...	1	7	1	1	...	...	...
1,860	10,660	9,646	...	22,166	1	95	4,917	5,331	6,399	5,356	36	...	31
34	158	11	1	204	...	73	33	43	46	8	...	1	...
2,767	22,770	15,544	...	41,081	3	192	6,844	7,813	13,620	12,460	77	...	72
49	401	17	...	467	...	133	79	102	124	26	...	1	2
9,061	52,028	13,027	...	74,116	5	421	8,062	9,008	30,822	25,245	135	...	418
201	3,125	70	...	3,396	...	275	599	718	1,147	637	9	1	10
...	46	...	...	46	45	...	...	...	...	...	...	...	1
...	42	...	...	42	40	...	...	...	...	...	...	2	...
3	30	3	...	36	31	...	...	1	...	...	1	...	3
1	24	...	...	25	23	...	...	...	...	...	...	...	2
...	11	5	...	16	12	...	...	2	...	...	...	2	...
...	17	...	...	17	14	...	3	...	...	...	...	...	...
103	2	...	5	110	...	2	20	27	35	26	...	...	...
826	3	...	19	848	...	20	74	124	233	390	7	...	...
20	20	...	...	40	5	22	2	9	1	1	...	...	...
6	30	...	...	36	...	25	5	6	...	...	...	...	...
18	...	...	...	18	...	...	8	7	2	1	...	...	...
97	...	...	...	97	...	1	28	58	6	4	...	...	...
71	...	...	...	71	2	...	17	48	3	1	...	...	...
55	1	...	...	56	1	1	20	25	9	...	...	...	...
66	...	...	...	66	...	...	12	24	19	11	...	...	...
4	...	...	...	4	...	...	2	2	...	...	...	...	...
35	...	34	5	74	5	2	14	42	9	2	...	...	...
	201		5	206	...	...	148	58	...	...	...	...	...
	415		10	425	...	...	360	65	...	...	...	...	...
	678		2	680	...	...	586	94	...	...	...	...	...
156	67	1	26	250	...	...	...	...	...	250	...	...	
116	57	...	5	178	...	...	...	...	...	178	..	...	...
													...

EDUCATION—

Return showing the Distribution of District Board and Municipal

OBJECTS OF EXPENDITURE.	EXPENDITURE BY DISTRICT					
	IN INSTITUTIONS MANAGED					
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District funds.
1	2	3	4	5	6	7
DIRECT EXPENDITURE.					Rs.	Rs.
COLLEGIATE EDUCATION. Arts Colleges ... English ...	...	...	...	...	...	...
Professional Colleges... Law ...	...	...	...	...	...	...
Total of Colleges ...	...	...	...	...	...	...
Secondary Schools.						
SCHOOL EDUCATION. GENERAL. For Boys. High Schools ... English ...	...	...	...	...	...	...
Middle do. ... English ...	39	4,273	4,208	3,297	...	12,701
Middle do. ... Vernacular	45	3,001	2,899	2,197	...	17,283
Total Secondary Schools for Boys ...	**84**	**7,274**	**7,107**	**5,494**	...	**29,984**
For Girls. High Schools ... English ...	...	...	...	...	...	...
Middle do. ... English ...	...	...	...	...	...	...
Middle do. ... Vernacular	...	...	...	...	...	...
Total Secondary Schools for Girls ...	...	...	...	...	...	...
Total Secondary Schools for Boys and Girls	**84**	**7,274**	**7,107**	**5,494**	...	**29,984**
Primary Schools.						
For Boys ... Upper Primary ...	149	7,341	7,467	5,885	12	30,487
For Boys ... Lower ditto ...	2,563	124,339	117,376	95,668	1,628	2,79,745
Total Primary Schools for Boys ...	**2,712**	**131,680**	**124,843**	**101,553**	**1,640**	**3,10,232**
For Girls ... Upper Primary ...	1	72	79	38	...	518
For Girls ... Lower ditto. ...	21	793	741	600	...	2,511
Total Primary Schools for Girls ...	**22**	**865**	**820**	**638**	...	**3,029**
Total Primary Schools both for Boys and Girls.	**2,734**	**132,545**	**125,663**	**102,191**	**1,640**	**3,13,261**
Schools for Special Instruction.						
SCHOOL EDUCATION. SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	8	279	244	201	1,320	33,008
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools: Madrassahs ...	...	...	...	...	...	...
Other Schools: Reformatory Schools	..	...	...	...	...	...
Other Schools: Miscellaneous do.	3	185	199	150	...	457
Total ...	**11**	**464**	**443**	**351**	**1,320**	**33,465**

GENERAL TABLE VII.

Expenditure on Public Instruction in the Bengal Presidency for the official year 1914-15.

BOARDS ON PUBLIC INSTRUCTION

BY DISTRICT BOARDS.					IN INSTITUTIONS MANAGED BY—			
Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	Total District Fund expenditure on Public Instruction.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	3,375	3,375
...	28,313	2,422	139	43,575	...	...	1,36,249	1,48,950
...	12,121	1,270	...	30,674	...	...	21,497	38,780
...	**40,434**	**3,692**	**139**	**74,249**	...	...	**1,61,121**	**1,91,105**
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	559	559
..	...	...	...	...	...	...	680	680
...	...	...	...	...	...	...	**1,239**	**1,239**
...	**40,434**	**3,692**	**139**	**74,249**	...	...	**1,62,360**	**1,92,344**
...	14,682	776	179	46,136	...	...	2,58,848	2,89,335
..	1,91,379	13,532	1,325	4,87,609	...	...	6,70,240	9,49,985
...	**2,06,061**	**14,308**	**1,504**	**5,33,745**	...	...	**9,29,088**	**12,39,320**
...	...	...	...	518	163	...	6,200	6,881
...	...	...	...	2,511	381	...	1,66,333	1,69,225
...	...	...	...	**3,029**	**544**	...	**1,72,533**	**1,76,106**
...	**2,06,061**	**14,308**	**1,504**	**5,36,774**	**544**	...	**11,01,621**	**14,15,426**
...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
72	3,976	173	8,189	46,738	5,787	...	...	38,795
...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	14,530	14,530
...	...	...	...	...	...	...	...	...
...	249	25	...	731	...	...	87,151	87,608
72	**4,225**	**198**	**8,189**	**47,469**	**5,787**	...	**1,01,681**	**1,40,933**

EDUCATION—

Return showing the Distribution of District Board and Municipal

	Objects of Expenditure.	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure by Municipal in Institutions managed: Provincial Revenues.	Expenditure by Municipal in Institutions managed: Municipal Funds.
		17	18	19	20	21	22
	DIRECT EXPENDITURE.					Rs.	Rs.
Collegiate Education.	Arts Colleges ... English ...	1	129	122	113	2,657	167
	Professional Colleges ... Law ...	1	5	6	2	...	...
	Total Colleges ...	**2**	**134**	**128**	**115**	**2,657**	**167**
School Education, General	*Secondary Schools.*						
	For Boys. High Schools ... English ...	4	1,772	1,666	1,373	5,834	734
	For Boys. Middle do. ... English ...	3	596	557	450	...	1,243
	For Boys. Middle do. ... Vernacular	...	...	...	...	...	...
	Total Secondary Schools for Boys ...	**7**	**2,368**	**2,223**	**1,823**	**5,834**	**1,977**
	For Girls. High Schools ... English ...	...	...	...	...	...	...
	For Girls. Middle do. ... English ...	...	...	...	...	...	...
	For Girls. Middle do. ... Vernacular	1	81	85	61	...	1,414
	Total Secondary Schools for Girls ...	**1**	**81**	**85**	**61**	**...**	**1,414**
	Total Secondary Schools for Boys and Girls.	**8**	**2,449**	**2,308**	**1,884**	**5,834**	**3,391**
	Primary Schools.						
	For Boys ... Upper Primary ...	2	157	138	123	...	666
	For Boys ... Lower ditto ...	4	209	206	156	159	752
	Total Primary Schools for Boys ...	**6**	**366**	**344**	**279**	**159**	**1,418**
	For Girls ... Upper Primary ...	3	149	136	90	106	2,494
	For Girls ... Lower ditto ...	...	...	...	...	...	...
	Total Primary Schools for Girls ...	**3**	**149**	**136**	**90**	**106**	**2,494**
	Total Primary Schools for Boys and Girls.	**9**	**515**	**480**	**369**	**265**	**3,912**
School Education, Special.	Training Schools for Masters ...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...
	Other Schools. Madrassahs	...	...	...	..	...	...
	Other Schools. Reformatory Schools ...	...	...	...	..	...	...
	Other Schools. Miscellaneous Schools ...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...

GENERAL TABLE VII—*contd.*

Expenditure on Public Instruction in the Bengal Presidency for the official year 1914-15.

BOARDS ON PUBLIC INSTRUCTION.									
BY MUNICIPAL BOARDS.					IN INSTITUTIONS MANAGED BY—				
District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private persons or associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of District and Municipal Boards on Public Instruction.
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	6,026	...	4,654	13,504	...	...	...	167	167
...	384	...	...	384	...	...	...	...	...
...	**6,410**	...	**4,654**	**13,888**	...	...	...	**167**	**167**
...	33,147	...	...	39,715	...	...	(*x*) 7,005	7,739	11,114
...	6,153	...	...	7,396	...	...	13,875	15,118	1,64,068
...	...	...	...	...	...	...	234	234	39,014
...	**39,300**	...	...	**47,111**	...	...	**21,114**	**23,091**	**2,14,196**
...	...	...	...	...	...	...	3,697	3,697	3,697
...	...	...	...	...	...	...	8,982	8,982	9,541
...	261	...	...	1,675	...	...	2,557	3,971	4,651
...	**261**	...	...	**1,675**	...	...	**15,236**	**16,650**	**17,889**
...	**39,561**	...	...	**48,786**	...	...	**36,350**	**39,741**	**2,32,085**
...	270	...	...	936	...	...	13,302	13,968	3,03,303
...	416	...	...	1,327	...	...	39,443	40,195	9,90,180
...	**686**	...	...	**2,263**	...	...	**52,745**	**54,163**	**12,93,483**
...	98	44	...	2,742	65	..	7,011	9,570	16,451
...	...	...	...	...	84	...	14,674	14,758	1,83,983
...	**98**	**44**	...	**2,742**	**149**	...	**21,685**	**24,328**	**2,00,434**
...	**784**	**44**	...	**5,005**	**149**	...	**74,430**	**78,491**	**14,93,917**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	450	450	450
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	72	2,938	3,010	41,805
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	890	890	15,420
...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	24,962	24,962	1,12,570
...	..	...	...	...	...	**72**	**29,240**	**29,312**	**1,70,245**

(*x*) Includes Rs. 600 given to unaided schools.

EDUCATION—

Return showing the Distribution of District Board and Municipal

Objects of Expenditure.	Expenditure by District — In Institutions managed					
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7
					Rs.	Rs.
INDIRECT EXPENDITURE.						
Buildings	...	...	...	...	...	2,81,400
Furniture and Apparatus (Special Grants only).	...	...	...	...	20	65,741
Total ...	...	...	...	...	**20**	**3,47,141**
Inspection	...	...	...	...	...	...
Scholarships held in— Arts College	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...
Miscellaneous	...	...		...	...	...
Grand Total for 1914-15 ...	**2,829**	**140,283**	**133,213**	**108,036**	**2,980**	**7,23,851**

GENERAL TABLE VII—*contd.*

Expenditure on Public Instruction in the Bengal Presidency for the official year 1914-15.

BOARDS ON PUBLIC INSTRUCTION.								
BY DISTRICT BOARDS.					IN INSTITUTIONS MANAGED BY—			Total District Fund expenditure on Public Instruction.
Municipal Funds.	Fees.	Subscriptions.	Endowment and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	...	2,625	1,662	2,85,687	313	...	(*a*)1,13,332	3,95,045
...	...	670	...	66,431	...	...	(*b*)83,876	1,49,617
...	...	**3,295**	**1,662**	**3,52,118**	**313**	...	**1,97,208**	**5,44,662**
...	...	...	...	...	...	...	...	**45,5**
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	590
...	...	...	...	...	...	...	...	1,975
...	...	...	...	...	...	...	...	22,751
...	...	...	...	...	...	...	...	8,934
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	6,994
...	...	...	...	...	...	..	...	2,630
...	...	...	...	...	...	...	...	**43,874**
...	...	...	...	...	...	...	...	**51,148**
72	**2,50,720**	**21,493**	**11,494**	**10,10,610**	**6,644**	...	(*x*)**15,62,870**	**24,33,947**

(*x*) { (*a*) Includes Rs. 6,250 given to unaided schools.
(*b*) ,, ,, 150 ,, ,, ,,

EDUCATION—

Return Showing the Distribution of District Board and Municipal

Objects of Expenditure.	Expenditure by Municipal In Institutions					
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
	17	18	19	20	21	22
INDIRECT EXPENDITURE.					Rs.	Rs.
Buildings	...	...	...	...	300	6,537
Furniture and Apparatus (Special Grants only).	...	...	...	...	9,940	636
Total ...	...	...	...	...	**10,240**	**7,173**
Inspection	...	...	...	...	...	...
Scholarships held in— Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...		...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	..	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total Charges for Scholarship ...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Grand Total for 1914-15 ...	**19**	**3,098**	**2,916**	**2,368**	**18,996**	**14,643**

GENERAL TABLE VII—*concld.*

Expenditure on Public Instruction in the Bengal Presidency for the official year 1914-15.

BOARDS ON PUBLIC INSTRUCTION.

MANAGED BY MUNICIPAL BOARDS.					IN INSTITUTIONS MANAGED BY—			Total Municipal expenditure on Public Instruction.	Total expenditure of District and Municipal Boards on Public Instruction.
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private persons or associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	1,408	...	...	8,245	...	...	2,713	9,280	4,04,325
...	...	...	...	10,576	...	...	1,306	1,942	1,51,559
...	**1,408**	...	...	**18,821**	...	...	**4,049**	**11,222**	**5,55,884**
...	...	...	...	...	...	...	...	1,399	46,959
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	590
...	...	...	...	...	...	...	...	31	2,006
...	...	...	...	...	...	...	...	1,397	24,148
...	...	...	...	...	...	...	...	90	9,024
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	182	7,176
...	...	...	...	...	...	...	...	157	2,787
..	...	...	...	...	...	...	...	**1,857**	**45,731**
...	...	...	...	...	...	...	...	6,039	57,187
...	**48,163**	**44**	**4,654**	**86,500**	**149**	**72**	**1,44,069**	**1,68,228**	**26,02,175**

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the Bengal Presidency for the official year 1914-15.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are Students of—					Expenditure from—					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	185	4,896	849	509	1,595	2	1,941	1,19,634	120	5,353	3,34,344	...	4,59,451
Ditto by District or Municipal Boards	5	88	18	...	26	...	44	...	283	...	3,858	...	4,141
Aided by Government or by District or Municipal Boards ...	78	3,781	545	...	2,798	221	217	98,690	900	1,18,141	2,60,258	...	4,77,989
Maintained by Native States ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	326	8,882	1,029	1	7,041	257	554	288	...	1,31,056	5,24,318	...	6,55,662
Total ...	**594**	**17,647**	**2,441**	**510**	**11,460**	**480**	**2,756**	**2,18,612**	**1,303**	**2,54,550**	**11,22,778**	...	**15,97,243**
For Females.													
Managed by Government ...	10	347	20	23	242	...	62	71,079	...	...	14,265	...	85,344
Ditto by District or Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards ...	29	2,224	17	...	1,908	181	118	74,965	...	74,456	1,93,733	...	3,43,154
Maintained by Native States ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	27	1,542	26	...	721	577	218	...	...	63,038	42,640	...	1,05,678
Total ...	**66**	**4,113**	**63**	**23**	**2,871**	**758**	**398**	**1,46,044**	...	**1,37,494**	**2,50,638**	...	**5,34,176**
Grand Total ...	**660**	**21,760**	**2,504**	**533**	**14,331**	**1,238**	**3,154**	**3,64,656**	**1,303**	**3,92,044**	**13,73,416**	...	**21,31,419**

EDUCATION—GENERAL TABLE IX.

Return showing the number and qualifications of teachers in the Bengal Presidency for the official year 1914-15.

		In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.*					Total.
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
In Institutions for Indians.	Teachers of Vernacular.																					
	Trained	159	1,814	1	3,756	258	18	141	5	1,618	816	61	...	5	297	285	...	...	...	...	...	9,234
	Untrained	165	2,583	21	28,692	4,426	22	150	16	2,150	1,371	81	...	6	424	788	...	...	...	...	...	40,895
	Total ...	324	4,397	22	32,448	4,684	40	291	21	3,768	2,187	142	...	11	721	1,073	...	...	...	...	...	50,129
	Anglo-Vernacular Teachers and Teachers of Classical Languages.																					
	Trained	...	...	...	...	...	...	1	...	5	1	74	...	...	22	11	1	...	...	21	3	139
	Untrained	2	...	...	118	8	14	94	11	2,136	1,352	446	...	67	2,458	3,750	181	...	7	197	188	11,029
	Total ...	2	...	...	118	8	14	95	11	2,141	1,353	520	...	67	2,480	3,761	182	...	7	218	191	11,168
	Possessing a degree	2	...	...	...	...	1	...	...	29	9	207	...	17	703	962	169	...	5	175	174	2,453
	Possessing no degree ...	...	...	...	118	8	13	95	11	2,112	1,344	313	...	50	1,777	2,799	13	...	2	43	17	8,715
	Total ...	2	...	...	118	8	14	95	11	2,141	1,353	520	...	67	2,480	3,761	182	...	7	218	191	11,168
In Institutions for Europeans.	Trained	...	...	...	11	...	...	...	...	66	...	3	...	...	95	33	...	...	...	...	...	208
	Untrained	...	...	...	32	...	...	...	...	129	...	19	...	...	135	8	...	...	...	...	...	323
	Total ...	...	...	...	43	...	...	...	...	195	...	22	...	...	230	41	...	...	...	...	...	531
	Possessing a degree	...	...	...	...	...	...	...	...	8	...	4	...	...	39	3	...	...	...	...	...	54
	Possessing no degree ...	...	...	...	43	...	...	...	...	187	...	18	...	...	191	38	...	...	...	...	...	477
	Total ...	...	...	...	43	...	...	...	...	195	...	22	...	...	230	41	...	...	...	...	...	531
	Grand Total ...	326	4,397	22	32,609	4,692	54	386	32	6,104	3,540	684	...	78	3,431	4,875	192	...	7	218	191	61,82

* Excludes Professional Colleges.

EUROPEAN EDUCATION—

Return of European Schools and Scholars in the

CLASS OF INSTITUTIONS.	Managed by Government.				Under Public Managed by District	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7
SCHOOL EDUCATION—						
(GENERAL).						
Secondary Schools—						
For Boys ... High Schools ... English ...	1	175	182	179	...	...
For Boys ... Middle Schools ... English ...	...	...	...	...	...	...
For Boys ... Middle Schools ... Vernacular	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	**1**	**175**	**182**	**179**	...	...
For Girls ... High Schools ... English ...	1	118	122	118	...	...
For Girls ... Middle Schools ... English ...	...	...	...	...	...	...
For Girls ... Middle Schools ... Vernacular	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**1**	**118**	**122**	**118**	...	...
Grand Total for Secondary Schools both for Boys and Girls.	**2**	**293**	**304**	**297**	...	...
Primary Schools—						
For Boys .. Upper Primary	...	...	...	...	...	...
For Boys .. Lower ditto	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...
For Girls ... Upper Primary	...	...	...	...	...	...
For Girls ... Lower ditto	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...
Grand Total for Primary Schools both for Boys and Girls.	...	...	...	...	...	...
SCHOOL EDUCATION—						
(SPECIAL).						
SCHOOLS FOR SPECIAL INSTRUCTION.						
Training Schools—						
(*a*) For Masters	...	...	...	...	...	...
(*b*) For Mistresses	1	15	13	13	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	1	4	6	5	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools ... Madrassahs	...	...	...	...	...	...
Other Schools ... Reformatory Schools ...	...	...	...	...	...	...
Other Schools ... Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	**2**	**19**	**19**	**18**	...	...
Total of Schools of Public Instruction ...	**4**	**312**	**323**	**315**	...	...

GENERAL TABLE III.

Bengal Presidency for the official year 1914-15.

INSTITUTIONS.

MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
or Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	8	1,495	1,419	1,303
...	...	...	...	...	...	8	1,593	1,579	1,346
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**16**	**3,088**	**2,998**	**2,649**
...	...	...	...	...	...	11	1,799	1,810	1,651
...	...	...	...	...	...	14	1,988	1,865	1,727
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**25**	**3,787**	**3,675**	**3,378**
...	...	...	...	...	...	**41**	**6,875**	**6,673**	**6,027**
...	...	...	...	...	...	5	492	443	392
...	...	...	...	...	...	3	76	80	64
...	...	...	...	...	...	**8**	**568**	**523**	**456**
...	...	...	...	...	...	4	177	166	142
...	...	...	...	...	...	1	2	2	1
...	...	...	...	...	...	**5**	**179**	**168**	**143**
...	...	...	...	...	...	**13**	**747**	**691**	**599**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	60	61	50
...	...	...	...	...	...	6	1,319	126	117
...	...	...	...	...	...	7	65	63	60
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**15**	**1,444**	**250**	**227**
...	...	...	...	...	...	**69**	**9,066**	**7,614**	**6,853**

EUROPEAN EDUCATION—

Return of European Schools and Scholars in the

Class of Institutions.	PUBLIC INSTITUTIONS—*concld.* / Under Private Management—*concld.* / Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of scholars on the 31st of March.
	18	19	20	21	22	23
SCHOOL EDUCATION—						
(General).						
Secondary Schools—						
For Boys ... High Schools ... English ...	2	636	609	521	11	2,306
For Boys ... Middle Schools ... English ...	...	...	...	...	8	1,593
For Boys ... Middle Schools ... Vernacular	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	**2**	**636**	**609**	**521**	**19**	**3,899**
For Girls ... High Schools ... English ...	1	60	59	57	13	1,977
For Girls ... Middle Schools ... English ...	...	...	...	...	14	1,988
For Girls ... Middle Schools ... Vernacular	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**1**	**60**	**59**	**57**	**27**	**3,965**
Grand Total for Secondary Schools both for Boys and Girls.	**3**	**696**	**668**	**578**	**46**	**7,864**
Primary Schools—						
For Boys ... Upper Primary	...	...	...	...	5	492
For Boys ... Lower ditto	...	...	...	...	3	76
Total for Primary Schools for Boys ...	...	...	...	...	**8**	**568**
For Girls ... Upper Primary	...	...	...	...	4	177
For Girls ... Lower ditto	...	...	...	...	1	2
Total for Primary Schools for Girls ...	...	...	...	...	**5**	**179**
Grand Total for Primary Schools both for Boys and Girls.	...	...	...	...	**13**	**747**
SCHOOL EDUCATION—						
(Special).						
Schools for Special Instruction.						
Training Schools—						
(*a*) For Masters	...	...	...	...	...	...
(*b*) „ Mistresses	...	...	...	...	1	15
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	3	64
Technical and Industrial Schools	...	...	...	...	6	1,319
Commercial Schools	...	...	...	...	7	65
Agricultural Schools	...	...	...	...	...	...
Other Schools ... Madrassahs	...	...	...	...	...	...
Other Schools ... Reformatory Schools ...	...	...	...	...	...	...
Other Schools ... Miscellaneous Schools ...	...	..	...	...	...	...
Total ...	...	...	...	...	**17**	**1,463**
Total of Schools of Public Instruction ...	**3**	**696**	**668**	**578**	**76**	**10,074**

GENERAL TABLE III—*contd.*

Bengal Presidency for the official year 1914-15.

NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—									Number of girls in boys' schools.	Number of boys in girls' schools.
ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
2,244	62	2,306	1,462	24	1,486	1,577	20	1,597	62	...
1,266	327	1,593	16	17	33	398	66	464	327	...
...	...	...	...	...	...	...	...	...	...	...
3,510	**389**	**3,899**	**1,478**	**41**	**1,519**	**1,975**	**86**	**2,061**	**389**	**...**
389	1,588	1,977	89	1,067	1,156	...	...	...	...	389
372	1,616	1,988	...	139	139	14	6	20	...	372
...	...	...	...	...	...	...	...	...	...	...
761	**3,204**	**3,965**	**89**	**1,206**	**1,295**	**14**	**6**	**20**	**...**	**761**
4,271	**3,593**	**7,864**	**1,567**	**1,247**	**2,814**	**1,989**	**92**	**2,081**	**389**	**761**
340	152	492	...	...	...	1	2	3	152	...
67	9	76	...	...	...	...	...	...	9	...
407	**161**	**568**	**...**	**...**	**...**	**1**	**2**	**3**	**161**	**...**
66	111	177	...	...	...	2	...	2	...	66
1	1	2	...	...	...	...	...	...	...	1
67	**112**	**179**	**...**	**...**	**...**	**2**	**...**	**2**	**...**	**67**
474	**273**	**747**	**...**	**...**	**...**	**3**	**2**	**5**	**161**	**67**
...	...	...	...	...	...	...	...	...	...	...
...	15	15	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
64	...	64	...	...	...	...	...	...	...	...
85	1,234	1,319	...	...	...	...	...	...	3	...
27	38	65	...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
176	**1,287**	**1,463**	**...**	**...**	**...**	**...**	**...**	**...**	**3**	**1**
4,921	**5,153**	**10,074**	**1,567**	**1,247**	**2,814**	**1,992**	**94**	**2,086**	**553**	**829**

EUROPEAN EDUCATION—GENERAL TABLE III—*concld.*

	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING—									Number of girls in boys' schools.	Number of boys in girls' schools.
			ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
	22	23	24	25	26	27	28	29	30	31	32	33	34
PRIVATE INSTITUTIONS.													
1. *Advanced, teaching—*													
(*a*) Arabic or Persian ...	...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ...	...	...	...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic	...	...	...	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a vernacular only or mainly.* For Boys	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Girls	...	...	...	...		...	...	...	...	...	...	...	..
3. *Elementary, teaching the Koran.* For Boys	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...
4. *Other Schools not conforming to Departmental Standards.* For Boys	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total for 1914-15 ...	**76**	**10,074**	**4,921**	**5,153**	**10,074**	**1,567**	**1,247**	**2,814**	**1,992**	**94**	**2,086**	**553**	**829**

EUROPEAN EDUCATION—GENERAL TABLE IIIA.

Number of Scholars in European Schools in the Bengal Presidency on the 31st March 1915, classified according to sex, race, or creed.

		Europeans and Eurasians.	Indian Christians.	HINDUS.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmins.	Babhans, Rajputs, Baidyas and Kyasthas.	Others.					
1		2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION—											
(GENERAL).											
Secondary Schools—											
For Boys—											
High Schools ...	Male ...	2,039	18	14	20	17	46	11	48	31	2,244
	Female	57	...	...	...	1	...	...	2	2	62
Middle Schools—											
English ...	Male ...	1,181	42	5	...	...	14	17	6	1	1,266
	Female	320	1	...	...	...	...	3	1	2	327
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
For Girls—											
High Schools ...	Male ...	309	...	10	...	...	...	2	4	64	389
	Female	1,441	4	30	11	1	...	2	5	94	1,588
Middle Schools—											
English ...	Male ...	345	2	14	3	...	1	1	6	...	372
	Female	1,581	1	1	2	...	...	3	20	8	1,616
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Total ...		**7,273**	**68**	**74**	**36**	**19**	**61**	**39**	**92**	**202**	**7,864**
Primary Schools—											
For Boys—											
Upper Primary ...	Male ...	332	8	...	...	...	...	...	...	...	340
	Female	147	5	...	...	...	...	...	...	...	152
Lower Primary ...	Male ...	67	...	...	...	...		...	...	...	67
	Female	9	...	...	...	...	...	...	...	...	9
For Girls—											
Upper Primary ...	Male ...	65	...	...	...	1	...	...	...	...	66
	Female	109	2	...	...	...	...	...	...	...	111
Lower Primary ...	Male ...	...	...	1	...	...	...	...	...	...	1
	Female	1	...	...	...	...	...	...	...	...	1
Total ...		**730**	**15**	**1**	...	**1**	...	...	...	...	**747**
SCHOOL EDUCATION—											
(SPECIAL).											
Schools for Special Instruction—											
Training Schools	Male ...	...	...	...	...	...	...	...	...	...	...
	Female	15	...	...	...	...	...	...	...	...	15
Schools of Art ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male ...	64	...	...	...	...	...	...	...	...	64
	Female	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male ...	60	1	...	19	...	...	...	...	5	85
	Female	1,188	22	10	...	...	...	...	1	13	1,234
Commercial Schools	Male ...	26	...	...	...	...	...	...	...	1	27
	Female	36	...	...	...	...	...	...	2	...	58
Agricultural Schools	Male ...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Total ...		**1,389**	**23**	**10**	**19**	...	...	...	**3**	**19**	**1,463**

EUROPEAN EDUCATION—GENERAL TABLE IIIA—*concluded.*

Number of Scholars in European Schools in the Bengal Presidency on the 31st March 1915, classified according to sex, race, or creed.

	Europeans and Eurasians.	Indian Christians.	HINDUS.			Muhammadans.	Buddhists.	Parsis.	Others.	Total
			Brahmans.	Babhans, Rajputs, Baidyas and Kyasthas.	Others.					
1	2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION—*concld.*										
(SPECIAL)—*concld.*										
Other Schools—										
Madrassahs ... Male	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
Reformatory Schools. Male ...	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools. Male ...	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
Total of Schools of Public Instruction.	**9,392**	**106**	**85**	**55**	**20**	**61**	**39**	**95**	**221**	**10,074**
PRIVATE INSTITUTIONS.										
1. *Advanced, teaching—*										
(*a*) Arabic or Persian. Male ...	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male ...	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic. Male ...	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a vernacular only or mainly—*										
For Boys ... Male ...	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
3. *Elementary, teaching the Koran only.*										
For Boys ... Male ...	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
4. *Other Schools not conforming to Departmental Standards—*										
For Boys ... Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...	...	...	...	...	...	...	...	...	...	...
Grand Total for 1914-15 ...	**9,392**	**106**	**85**	**55**	**20**	**61**	**39**	**95**	**221**	**10,074**

EUROPEAN EDUCATION—GENERAL TABLE IV.

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	UNDER PUBLIC							PUBLIC	
	Managed by Government.								
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
For Boys — High Schools ... English ...	10,654	...	...	31,436	...	104	42,194	...	...
For Boys — Middle Schools — English ...	...	...	...	...	...	...	...	...	...
For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	**10,654**	...	...	**31,436**	...	**104**	**42,194**	...	...
For Girls — High Schools ... English ...	17,047	...	...	21,402	...	...	38,449	...	...
For Girls — Middle Schools — English ...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**17,047**	...	...	**21,402**	...	...	**38,449**	...	...
Total for Secondary Schools both for Boys and Girls.	**27,701**	...	...	**52,838**	...	**104**	**80,643**	...	...
Primary Schools.									
For Boys — Upper Primary ..	...	...	...	...	...	...	...	...	...
For Boys — Lower ditto ...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...
For Girls — Upper Primary ...	...	...	...	...	...	...	...	...	...
For Girls — Lower ditto ...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...
Total for Primary Schools both for Boys and Girls.	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.									
SCHOOLS FOR SPECIAL INSTRUCTION.									
Training Schools for—									
(*a*) Masters	...	...	...	...	...	...	...	...	...
(*b*) Mistresses	9,212	...	...	...	...	...	9,212	...	...
Schools of Art	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	5,616	...	...	1,038	...	...	6,654	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	..	...	...
Other Schools — Reformatory Schools.	...	...	...	...	...	...	...	...	...
Other Schools — Madrassahs ...	...	...	...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools.	...	...	...	...	..	...	...	...	...
Total ...	**14,828**	...	...	**1,038**	...	...	**15,866**	...	...
Total of Direct Expenditure ...	**42,529**	...	...	**53,876**	...	**104**	**96,509**	...	...

GENERAL TABLE IV.

Schools in the Bengal Presidency for the official year 1914-15.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
Managed by District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	1,06,186	...	300
...	...	...	...	...	...	...	...	...	...	...	...	1,23,961	...	6,024
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**2,30,147**	...	**6,324**
...	...	...	...	...	...	...	...	...	...	...	...	99,599	...	669
...	...	...	...	...	...	...	...	...	...	...	...	74,210	...	7,406
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**1,73,809**	...	**8,075**
...	...	...	...	...	...	...	...	...	...	...	...	**4,03,956**	...	**14,399**
...	...	...	...	...	...	...	...	...	...	...	...	12,247	...	462
...	...	...	...	...	...	...	...	...	...	...	...	8,070	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**20,317**	...	**462**
...	...	...	...	...	...	...	...	...	...	...	...	5,764	...	427
...	...	...	...	...	...	...	...	...	...	...	...	627	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**6,391**	...	**427**
...	...	...	...	...	...	...	...	...	...	...	...	**26,708**	...	**889**
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,632	...	...
...	...	...	...	...	...	...	...	...	...	...	...	7,612	...	...
...	...	...	...	...	...	...	...	...	...	...	...	3,541	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**12,785**	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**4,43,449**	...	**15,283**

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC				UNDER PRIVATE	
	Aided by Government or by District or Municipal Boards.				Un	
	Fees, including fees paid from Mohsin Fund.	Subscription.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys. High Schools... English ...	92,975	21,704	51,179	2,72,344	44,383	15,139
For Boys. Middle Schools English ...	74,462	23,104	5,092	2,32,643	...	...
For Boys. Middle Schools Vernacular	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	**1,67,437**	**44,808**	**56,271**	**5,04,987**	**44,383**	**15,139**
For Girls. High Schools... English ...	1,22,081	14,882	15,317	2,52,548	4,346	250
For Girls. Middle Schools English ...	29,069	5,832	15,747	1,32,264	...	...
For Girls. Middle Schools Vernacular...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**1,51,150**	**20,714**	**31,064**	**3,84,812**	**4,346**	**250**
Total for Secondary Schools both for Boys and Girls.	**3,18,587**	**65,522**	**87,335**	**8,89,799**	**48,729**	**15,389**
Primary Schools.						
For Boys. Upper Primary	3,485	3,598	...	19,792	...	...
For Boys. Lower Primary	375	152	...	8,597	...	...
Total for Primary Schools for Boys ...	**3,860**	**3,750**	**...**	**28,389**	**...**	**...**
For Girls. Upper Primary	2,164	472	1,452	10,279	...	...
For Girls. Lower Primary	...	...	...	627	...	...
Total for Primary Schools for Girls ...	**2,164**	**472**	**1,452**	**10,906**	**...**	**...**
Total for Primary Schools both for Boys and Girls.	**6,024**	**4,222**	**1,452**	**39,295**	**...**	**...**
SCHOOL EDUCATION, SPECIAL.						
SCHOOLS FOR SPECIAL INSTRUCTION.						
Training Schools for—						
(*a*) Masters	...	...	...	...	...	...
(*b*) Mistresses	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools.	1,045	904	...	3,581	...	...
Technical and Industrial Schools ...	5,890	1,858	252	15,612	...	...
Commercial Schools	890	...	1,926	6,357	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools { Reformatory Schools.	...	...	...	...	...	...
Other Schools { Madrassahs ...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools.	...	...	...	...	...	...
Total ...	**7,825**	**2,762**	**2,178**	**25,550**	**...**	**...**
Total of Direct Expenditure ...	**3,32,436**	**72,506**	**90,965**	**9,54,644**	**48,729**	**15,389**

GENERAL TABLE IV—*contd.*

Schools in the Bengal Presidency for the official year 1914-15.

INSTITUTIONS. / MANAGEMENT. / aided.		TOTAL EXPENDITURE FROM—							GRAND TOTAL.
						ALL OTHER SOURCES.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	39a	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,522	62,044	1,16,840	...	300	1,68,794	90,648	...	...	3,76,582
...	...	1,23,961	...	6,024	74,462	28,196	...	...	2,32,643
...	...	...	...	...	...	...	...	...	...
2,522	**62,044**	**2,40,801**	...	**6,324**	**2,43,256**	**1,18,844**	...	...	**6,09,225**
1,400	5,996	1,16,646	...	669	1,47,829	31,849	...	...	2,96,993
...	...	74,210	...	7,406	29,069	21,579	...	...	1,32,264
...	...	...	...	...	...	...	...	...	...
1,400	**5,996**	**1,90,856**	...	**8,075**	**1,76,898**	**53,428**	...	...	**4,29,257**
3,922	**68,040**	**4,31,657**	...	**14,399**	**4,20,154**	**1,72,272**	...	...	**10,38,482**
...	...	12,247	...	462	3,485	3,598	...	...	19,792
...	...	8,070	...	...	375	152	...	...	8,597
...	...	**20,317**	...	**462**	**3,860**	**3,750**	...	...	**28,389**
...	...	5,764	...	427	2,164	1,924	..	...	10,279
...	...	627	...	...	...	...	...	...	627
...	...	**6,391**	...	**427**	**2,164**	**1,924**	...	...	**10,906**
...	...	**26,708**	...	**889**	**6,024**	**5,674**	...	...	**39,295**
...	...	...	...	...	...	...	...	...	...
...	...	9,212	...	...	...	...	...	...	9,212
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	7,248	...	...	2,083	904	...	...	10,235
...	...	7,612	...	...	5,890	2,110	...	...	15,612
...	...	3,541	...	...	890	1,926	...	...	6,357
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	**27,613**	...	...	**8,863**	**4,940**	...	...	**41,416**
3,922	**68,040**	**4,85,978**	...	**15,288**	**4,35,041**	**1,82,886**		...	**11,19,193**

EUROPEAN EDUCATION.

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC							UNDER PUBLIC	
	Managed by Government.								
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Buildings	...	...	...	...	...	...	...	...	...
Furniture and Apparatus (Special Grants only).	2,486	...	...	...	...	...	2,486	...	...
Total ...	**2,486**	...	...	...	...	...	**2,486**	...	...
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts Colleges ...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges.	...	...	..	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	..	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Hostel (Boarding) charges ...	...	...	...	...	...	..	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs.	...	...	...	...	...	...	...	...	...
Payments to Schools for European or Eurasian Cadets.	...	...	...	...	...	...	...	...	...
Contingencies and Miscellaneous	...	...	...	...	..	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	**2,486**	...	...	...	...	...	**2,486**	...	...
tal Expenditure on Public Instruction in 1914-15.	**45,015**	...	...	**53,876**	...	**104**	**98,995**	...	...

GENERAL TABLE IV—*contd.*

Schools in the Bengal Presidency for the official year 1914-15.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
Managed by District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	3,51,008	...	...
...	...	...	...	...	...	...	...	...	...	...	...	13,297	...	
...	...	...	...	...	...	...	...	...	...	...	...	**3,64,305**	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**3,64,305**	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**8,07,754**	...	**15,288**

EUROPEAN EDUCATION

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Un	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Buildings	35,428	68,500	47,714	5,02,650	76	3,508
Furniture and Apparatus (Special Grants only).	23,972	14,424	22,495	74,188	4,844	1,000
Total ...	**59,400**	**82,924**	**70,209**	**5,76,838**	**4,920**	**4,508**
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships held in— Arts Colleges ...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...
Other Professional Colleges.	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...
Total charges for Scholarships ...	...	...	...	...	...	...
Miscellaneous—						
Hostel (Boarding) charges ...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...
Charges for conducting examinations.	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs.	...	...	...	...	...	...
Payments to Schools for European or Eurasian Cadets.	...	...	...	...	...	...
Contingencies and Miscellaneous	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	**59,400**	**82,924**	**70,209**	**5,76,838**	**4,920**	**4,508**
Total Expenditure on Public Instruction in 1914-15.	**3,91,836**	**1,55,430**	**1,61,174**	**15,31,482**	**53,649**	**19,897**

GENERAL TABLE IV—*concld.*

Schools in the Bengal Presidency for the Official year 1914-15.

INSTITUTIONS. MANAGEMENT. aided.		TOTAL EXPENDITURE FROM—							GRAND TOTAL.
						All other sources.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
28,830	32,384	(*x*)3,79,708	...	...	35,504	1,19,822	...	...	5,35,034
5,650	11,494	(*y*)19,783	...	...	28,816	39,569	...	...	88,168
34,450	**43,878**	**3,99,491**	...	...	**64,320**	**1,59,391**	...	...	**6,23,202**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	12,184	...	...	...	...	...	...	12,184
...	...	2,200	...	...	...	...	...	...	2,200
...	...	924	...	...	...	...	...	...	924
...	...	1,877	...	...	..	...	...	...	1,877
...	...	17,997	...	...	...	...	...	...	17,997
...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
...	...	**22,998**	...	...	...	...	...	...	**22,998**
...	...	2,48,637	...	...	4,11,575	1,63,591	...	...	8,23,803
...	...	...	...	...	...	...	...	...	...
...	...	3,751	...	...	7,036	...	...	...	10,787
...	...	...	...	...	...	...	...	...	...
...	...	12,200	...	...	...	1,034	...	...	13,234
...	...	...	...	...	45,444	1,97,751	...	...	2,43,195
...	...	**2,64,588**	...	...	**4,64,055**	**3,62,376**	...	...	**10,91,019**
34,450	**43,878**	**6,99,261**	...	...	**5,28,375**	**5,21,767**	...	...	**17,49,403**
38,372	**1,11,918**	(*z*) **11,85,239**	...	**15,288**	**9,63,416**	**7,04,653**	...	...	**28,68,596**

(*z*) { (*x*) Includes Rs. 28,700 paid to unaided schools.
(*y*) Do. Rs. 4,000 ditto ditto.

EUROPEAN EDUCATION—

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and Primary

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination, or an Examination of an equivalent standard.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4			5		
SECONDARY SCHOOLS.								
(English and Vernacular.)								
For Boys.								
Government — English	1	175	29	...	29	44	...	44
Government — Vernacular	...	...	...	...	...	...	...	...
District Fund — English	...	...	...	...	...	...	...	...
District Fund — Vernacular	...	...	...	...	...	...	...	...
Municipal — English	...	...	...	...	...	...	...	...
Municipal — Vernacular	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...
Aided — English	16	3,088	334	11	345	638	58	696
Aided — Vernacular	...	...	...	...	...	...	...	...
Unaided — English	2	636	168	...	168	144	...	144
Unaided — Vernacular	...	...	...	...	...	...	...	...
Total	**19**	**3,899**	**531**	**11**	**542**	**826**	**58**	**884**
For Girls.								
Government — English	1	118	...	23	23	...	24	24
Government — Vernacular	...	...	...	...	...	...	...	...
District Fund — English	...	...	...	...	...	...	...	...
District Fund — Vernacular	...	...	...	...	...	...	...	...
Municipal — English	...	...	...	...	...	...	...	...
Municipal — Vernacular	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...
Aided — English	25	3,787	...	246	246	8	570	578
Aided — Vernacular	...	...	...	...	...	...	...	...
Unaided — English	1	60	...	4	4	...	8	8
Unaided — Vernacular	...	...	...	...	...	...	...	...
Total	**27**	**3,965**	**...**	**273**	**273**	**8**	**602**	**610**
Total for Secondary Schools both for Boys and Girls.	**46**	**7,864**	**531**	**284**	**815**	**834**	**660**	**1,494**
PRIMARY SCHOOLS.								
For Boys.								
Upper Primary Schools.								
Government	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	5	492	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...
Total	**5**	**492**	**...**	**...**	**...**	**...**	**...**	**...**

GENERAL TABLE V.

Education of Europeans in the Bengal Presidency at the end of the official year 1914-15.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND THE LOWER PRIMARY STAGE.								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
6			7			8			9		
49	...	49	53	...	53	...	...	...	175	...	175
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
740	84	824	987	236	1,223	...	...	...	2,699	389	3,088
...	...	...	...	...	...	...	...	...	...	...	...
170	...	170	154	...	154	...	...	...	636	...	636
...	...	...	...	...	...	...	...	...	...	...	...
959	**84**	**1,043**	**1,194**	**236**	**1,430**	...	...	...	**3,510**	**389**	**3,899**
...	30	30	...	41	41	...	...	...	...	118	118
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
56	736	792	681	1,490	2,171	...	...	...	745	3,042	3787
...	...	...	...	...	...	...	...	...	...	...	...
3	9	12	13	23	36	...	...	...	16	44	60
...	...	...	...	...	...	...	...	...	...	...	...
59	**775**	**834**	**694**	**1,554**	**2,248**	...	...	...	**761**	**3,204**	**3,965**
1,018	**859**	**1,877**	**1,888**	**1,790**	**3,678**	...	...	...	**4,271**	**3,593**	**7,864**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
26	23	49	314	129	443	...	...	...	340	152	492
...	...	...	...	...	...	...	...	...	...	...	...
26	**23**	**49**	**314**	**129**	**443**	...	...	...	**340**	**152**	**492**

EUROPEAN EDUCATION—

Return of the Stages of instruction of Pupils in Public Schools for Secondary and Primary

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4			5		
PRIMARY SCHOOLS.								
FOR BOYS.								
Lower Primary Schools.								
Government	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	...	...	..	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	3	76	...	...	..	...	...	...
Unaided	...	...	...	...	...	...	...	...
Total ...	**3**	**76**	...	...	...	...	...	...
Total Primary Schools for Boys	**8**	**568**	...	...	...	...	...	...
FOR GIRLS.								
Upper Primary Schools.								
Government	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	4	177	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...
Total ...	**4**	**177**	...	...	...	...	...	...
Lower Primary Schools.								
Government	...	...	...	..	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	1	2	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...
Total ...	**1**	**2**	...	...	...	...	...	...
Total Primary Schools for girls...	**5**	**179**	...	...	...	...	...	...
Total Primary Schools both for Boys and Girls.	**13**	**747**	...	...	...	...	...	...
Grand Total for 1914-15 ...	**59**	**8,611**	**531**	**284**	**815**	**834**	**660**	**1,494**

GENERAL TABLE V—*concld.*

Education of Europeans in the Bengal Presidency at the end of the official year 1914-15.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND THE LOWER PRIMARY STAGE.								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
6			7			8			9		
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	67	9	76	...	...	...	67	9	76
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	**67**	**9**	**76**	...	...	...	**67**	**9**	**76**
26	**23**	**49**	**381**	**138**	**519**	...	...	...	**407**	**161**	**568**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
5	24	29	61	87	148	...	...	...	66	111	177
...	...	...	...	...	...	...	...	...	...	...	...
5	**24**	**29**	**61**	**87**	**148**	...	...	...	**66**	**111**	**177**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1	1	2	...	...	...	1	1	2
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	**1**	**1**	**2**	...	...	...	**1**	**1**	**2**
5	**24**	**29**	**62**	**88**	**150**	...	...	...	**67**	**112**	**179**
31	**47**	**78**	**443**	**226**	**669**	...	...	...	**474**	**273**	**747**
1,049	**906**	**1,955**	**2,331**	**2,016**	**4,347**	...	...	...	**4,745**	**3,866**	**8,611**

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GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 4TH DECEMBER 1915.

RESOLUTION No. 4360.

THE report of the Director of Public Instruction for the year 1914-15 is published for general information.

2. The year was one of general progress and witnessed an increase in the numbers of schools and scholars within the Province, while the utilisation of some portions of the generous grants recently made by the Imperial Government served to raise the expenditure upon education to a figure higher than it had ever before attained. Unfortunately the great European war has intervened to check expenditure from the balances of those grants and to necessitate severe economy in the expenditure of all Government funds, and this will militate against the expansion of educational activity for some time to come.

3. Government Arts colleges showed a further increase in attendance, there being 3,293 students on the roll on 31st March 1915 as against 3,171 on the corresponding date last year. Extended affiliation was accorded to the Presidency College up to the M.A. Standard in Philosophy, and to the M.A. and M.Sc. Standards in Physiology. The teaching staff in both the Rajshahi College and the Hooghly College was strengthened and the Chemical Laboratory of the Hooghly College was extended. At the Presidency College the Representative Committee of students, which was formed in the previous year to secure greater co-operation between professor and pupil, showed enterprise in the organisation of a first-aid class and proved of value in several ways.

4. While the number of high schools and middle English schools for boys has increased, the general level of teaching in these schools remains unsatisfactory, especially as regards English. The poor remuneration and arduous work of the schoolmaster deter men of even moderate academic qualifications from adopting this profession and a good deal has been done to improve the position of all grades of teachers, though funds have not as yet been forthcoming to enable the Department to do more than touch the fringe of this most important question. An effort has been made to improve the position in Government schools by utilising the recurring Imperial grant of Rs. 2,26,000 which was announced in the year 1914-15 for the purpose of granting local allowances to teachers on low salaries. This scheme has been sanctioned with effect from the 1st January 1915. Meanwhile, the greater part of this grant for the year 1913-14 was spent, together with the balance of other Imperial grants, in the improvement of old buildings, the construction of new, and the acquisition of sites. The scheme for the establishment of a "public school" for Indian boys received the sanction of the Secretary of State during the year under review and has since been inaugurated at Hastings House, Alipur.

5. Purely vernacular education for children who have passed the lower primary stage has failed to advance in public favour, and the numbers of the middle vernacular and upper primary schools and of the scholars attending them have again decreased. On the other hand there has been a considerable increase in the numbers of lower primary schools and of the children studying in them. There were 32,728 lower primary schools, with 1,045,948 children attending them in 1914-15, as compared with 31,005 such schools and 1,006,981 scholars in 1913-14. Considerable attention was paid by the Education Department to the improvement of these schools during the year, and a sum of Rs. 5,07,832 was devoted from recurring Imperial grants to increasing the pay of primary school teachers, while Rs. 3,80,984 were paid for

the maintenance of Board schools, and a capital grant of Rs. 1,18,075 was distributed to secure some addition to the equipment of primary schools. The increase of the pay of teachers and the co-ordination of the curricula of these schools throughout the Eastern and Western Bengal are now the two most pressing problems with which primary education in this Province is faced.

6. The essential work of training teachers of all grades, which has received special attention from the Director of Public Instruction and his staff of recent years, will unfortunately suffer to a special degree from the curtailment of expenditure. Complete schemes for the reconstruction and reorganisation of the training colleges in Calcutta and Dacca have been prepared and their execution is only delayed for want of funds. Meanwhile the outturn of trained teachers increased from 74 to 105, though the results, alike in the number of teachers and the practical efficiency acquired, must remain incommensurate with the expenditure incurred by Government until the new schemes for reform can be carried out. A comprehensive scheme for the improvement of guru-training schools has also been prepared by the Department and placed before Government in connection with the amalgamation of the systems established in Eastern and Western Bengal, and experiments are being made with schools of the type which has now been proposed. With assistance from the recurring Imperial grant of Rs. 3,65,000 of 1913-1914, the stipends of gurus in training have been uniformly raised to Rs. 10.

7. There has been steady progress in almost all existing branches of female education and a very encouraging increase in the appreciation shown of its value among those chiefly affected by it. The number of girls' schools increased from 7,573 to 8,268 within the year, and the number of scholars from 230,729 to 247,971. There was a remarkable increase in the number of Muhammadan girls attending school, and there is reported to be a growing desire for education among Muhammadan women throughtout the Province. The sanction of Government was accorded in October, 1914, to the distribution of the Imperial recurring grant of Rs. 2,44,000 for female education, and allotments were made for the benefit of girls' schools of all classes, for the training of teachers for secondary and primary schools, the establishment of scholarships, the furtherance of education by zanana teachers, the advancement of instruction among Muhammadan girls, and the strengthening of the inspecting staff. A scheme for the establishment of a secondary training college for women has received the approval of Government, while proposals are under consideration for the reorganisation of the primary training school for women at Dacca, and the establishment of a *purdanishin* training class for Muhammadan women. Experiments are being made in Eastern Bengal with Panchayati Union girls' schools financed out of the Imperial grants, and with schools conducted by zanana ladies in their own homes. A marked improvement in the needlework in the schools of Eastern Bengal is attributed to the Needlework Exhibition and diplomas instituted by Her Excellency Lady Carmichael.

8. It is being recognised to an increasing degree that the Matriculation course of study is not equally suited to boys and girls, and efforts are being made both by public opinion and by the Department to discover a suitable substitute for it. General interest has undoubtedly been aroused in the subject, and it may be hoped that a solution of the difficult problem of the most suitable curriculum for the education of girls above the primary stage will soon be evolved. The question is receiving the unremitting attention of the Director of Public Instruction and his colleagues.

9. Some improvement has been noticed this year in the standard of teaching in European schools, and a slight increase was found possible in the allotments for staff allowances from Imperial grants. The old Kidderpore Orphanage was transferred to the Calcutta Free School and the Doveton College and Doveton Institution were wound up under the Doveton Trust Act, careful provision being made for the perpetuation of the objects of the original endowments. A distinctive feature in the facilities for European education is the range of vocational classes available for women, due largely to the enterprise of the Young Women's Christian Association in Calcutta.

10. The percentage of Muhammadans among the school-going population increased during the period under review from 43·4 per cent. to 44·8 per cent. It is still, however, only in the primary stages that the Muhammadan element in our schools bears any relation to its proportion in the total population, as it dwindles from 44 per cent. in primary institutions to 16·8 per cent. in high schools and 7·8 per cent. in colleges. This is attributed largely to the poverty of the classes from which Muhammadan students are drawn. Madrassahs and maktabs alike increased in number and were more frequented than during the previous year. During the current year a scheme of studies drawn up by the Dacca University Committee for all madrassahs in Bengal, except the Calcutta Madrassah, has been published by Government, and a recurring grant of Rs. 84,000 has been set apart from the Imperial grant of Rs. 1,50,000 to aid those madrassahs which may adopt this course. At the same time the cost of the maintenance of Government madrassahs has been transferred from the Mohsin Fund to Provincial Revenues, the consequent savings in the fund being devoted to the provision of scholarships for Muhammadan students in colleges. It is believed that the appointment recently made of five special Assistant Inspectors for Muhammadan education will go far to stimulate the keenness for education already evinced by the Muhammadan community of this Province. Government awaits with interest the report of the Muhammadan Educational Advisory Committee which concluded its sittings during the year under review.

11. There appears to have been a general awakening to their responsibilities regarding education among the backward races of the Chittagong division. Free education is given to the boys and girls of the Hill Tracts and to the Arakanese Maghs in Cox's Bazar subdivision. The Government Weaving School at this subdivisional headquarters promises well, and it is proposed to establish here also a training school for Magh teachers. Schemes for the extension of education among the Sonthals received the sanction of Government after the close of the year reviewed. Two classes of labourers, the education of whose children requires special treatment, are those employed on the mills along the Hooghly and on the tea gardens in the Jalpaiguri and Darjeeling districts. Special schools for these children in the latter area were well attended, those of Darjeeling giving the best results; and proposals for the education of the children of the Hooghly mill-hands were submitted to Government this year and have since been sanctioned. The question of imparting instruction to juvenile offenders has been under the consideration of Government, and it is hoped that the special enquiry which is now being made into problems of this nature will lead to early developments.

12. Imperial grants to the Department facilitated a considerable advance in the provision of hostel accommodation both for colleges and schools. Sites were acquired for some new hostels in Calcutta, and the balance of the special grant made for this purpose has now been amalgamated with the grant of 10 lakhs recently made by the Government of India to the Calcutta University, to enable the University to take the fullest advantage of the sum placed at their disposal. Schemes for the erection of the hostels out of the total sum thus made available are now under the consideration of the University and of Government. The details of a new Hindu hostel for the Presidency College, to be erected at an approximate cost of 2¾ lakhs, were sanctioned during the year, though construction has unfortunately to be deferred for want of funds. A new block for the Hindu Hostel at the Hooghly College was completed. The number of hostels has increased and there has been also an increase in the expenditure upon them. Out of this expenditure no less a sum than Rs. 9,14,980 was debited against Imperial grants in the year under report.

13. Hygiene and physical training have received increased attention, and it is hoped that the recommendations of the committee appointed to study the hygienic condition of schools with a view to the utilisation of the Imperial grant for this purpose of Rs. 3,50,000, and an interesting report which has been submitted by the adviser on Physical Education, will prove the basis of definite reforms.

14. During the year there were few reported cases of breach of discipline, and a recurrence in the dissemination of seditious leaflets on the outbreak of the war appears to have had little prejudicial effect. The reports received

on this subject are not, however, uniformly favourable, and it would be a mistake to suppose that the time has come when constant watchfulness on the part of parent and teacher and the vigorous condemnation by public opinion of instances of want of discipline among schoolboys can be dispensed with.

15. Special action was taken during the year to assist the Director of Public Instruction to secure greater devolution of powers and duties from his office to those of Inspectors of Schools and other officers in order that he may be left more free for the important work of inspection and general administration. Other large administrative problems of a like nature are also being dealt with, and the machinery for the administration of the Department, which has proved unequal to the increased pressure that has been put upon it, is being overhauled.

16. The thanks of Government are due to the Director of Public Instruction for the notable sympathy, understanding and ability with which he has conducted the administration of the Education Department during the year and for his most interesting report.

ORDER.—Ordered that a copy of this Resolution be published in the *Calcutta Gazette*.

By order of the Governor in Council,

K. C. DE,
Offg. Secy. to the Govt. of Bengal.

No. 4361.

COPY forwarded to the Director of Public Instruction, Bengal, for information.

CIRCULAR No. 17.

COPY forwarded to all Commissioners of Divisions for information.

No. 4362.

COPY forwarded to the Municipal Department for information.

By order of the Governor in Council,

C. W. GURNER,
Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 11th December, 1915.

B. S. Press—16-12-1915—4696C—1,205—B. N. K.

26. MAR. 1916.

SUPPLEMENTARY TABLES.

No. 1.

Comparative statement of Expenditure on Education for 1913-14 and 1914-15.

Heads of Charges.	1913-14. Net expenditure after deducting receipts: From Provincial revenues.	1913-14. Net expenditure after deducting receipts: From District funds.	1913-14. Net expenditure after deducting receipts: From Municipal funds.	1913-14. Total expenditure.	1914-15. Net expenditure after deducting receipts: From Provincial revenues.	1914-15. Net expenditure after deducting receipts: From District funds.	1914-15. Net expenditure after deducting receipts: From Municipal funds.	1914-15. Total expenditure.
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	1,03,603	...	...	8,56,894	2,75,050	...	...	10,93,778
Collegiate	10,98,903	...	4	24,06,738	12,51,726	...	167	26,35,612
Secondary	6,86,071	1,30,033	24,852	60,17,613	8,66,398	1,91,105	23,091	68,41,674
Primary	1,75,528	10,77,290	52,035	32,65,313	1,87,219	12,39,320	54,183	34,33,388
Female ...	4,48,574	1,64,947	33,316	11,98,241	4,98,728	1,77 345	40,978	12,42,051
Special	6,66,382	1,22,256	24,974	14,88,810	7,62,996	1,40,033	29,312	13 21,535
Scholarships ...	2,46,010	43,617	2,716	3,45,588	2,47,328	43,874	1,857	3,45,099
Buildings	15,01,369	4,59,390	12,234	26,87,865	27,37,953	3,95,045	9,280	3 47,850
Furniture	1,73,632	72,960	2,315	3 97,619	2,53,226	1.49,617	1 942	5,55,536
Miscellaneous ...	5,00,626	56,172	12,823	21,85,413	5,93,275	51,148	6,039	27.37,282
Superintendence ...	8,78,638	45,913	1,570	9,26,461	10,28,011	45,560	1,399	13,76,321
Total ...	64,99,336	22,22,587	1,69,839	2,20,76,595	87,02,910	24,33,947	1,68,228	2,54,31,128

No. 2.

Statement showing the variations in the results of the University Examinations for the past six years.

Year.	Matriculation Examination: Number of candidates.	Number passed.	Percentage of success.	Intermediate Examination: Intermediate in Arts: Number of candidates.	Number passed.	Percentage of success.	Intermediate in Science: Number of candidates.	Number passed.	Percentage of success.	B.A. Examination: Number of candidates.	Number passed.	Percentage of success.	B.Sc. Examination: Number of candidates.	Number passed.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1909-10	3,828	2,634	68·8	1,260	590	47·5	582	269	46·2	773	311	40·2	160	68	42·5
1910-11	3,754	2,652	70·6	2,275	1,118	49·1	833	366	43·9	742	457	6 ·5	183	121	66·1
1911-12	6,428	4,161	64·7	3,180	1,591	50·0	1,009	497	49·2	1,043	634	60·7	266	157	59·0
1912-13	6,850	5,002	73·02	3,368	1,686	50·06	948	653	68·8	1,627	1,010	62·07	383	252	65·79
1913-14	8,116	4,937	60·8	4,293	1,929	45·6	836	508	60·7	2,171	1,134	52·2	404	218	53·9
1914-15	9,053	5,555	61·03	4,686	2,451	52·3	873	487	55·7	2,478	1,148	46·3	467	226	48·3

Year.	M.A. Examination: Number of candidates.	Number passed.	Percentage of success.	M.Sc. Examination: Number of candidates.	Number passed.	Percentage of success.	B.L. Examination: Number of candidates.	Number passed.	Percentage of success.	B.E. Examination: Number of candidates.	Number passed.	Percentage of success.
	17	18	19	20	21	22	23	24	25	26	27	28
1909-10	17	8	47·05	...	...	...	73	36	49·3	22	6	27·2
1910-11	139	74	53·2	11	9	81·8	329	162	49·2	14	13	92·8
1911-12	261	153	58·6	56	35	62·5	495	245	49·4	19	16	84·2
1912-13	275	165	60·0	56	35	62·5	472	254	53·8	16	10	62·5
1913-14	406	219	53·9	81	47	58·02	524	316	60 3	16	10	62·5
1914-15	523	317	60·6	94	55	58·5	475	267	56·2	25	10	40

No. 3.

Comparative statement showing the number of pupils attending different classes of institutions, Division by Division, for the years 1913-14 and 1914-15.

Division.	Number of pupils in Public Institutions.									
	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Total.	
	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.
1	2	3	4	5	6	7	8	9	10	11
Burdwan	1,390	1,425	65,938	65,001	272,660	263,593	24,855	25,031	364,843	355,050
Presidency	1,476	1,726	61,593	63,238	214,227	212,233	47,699	52,418	324,995	329,615
Calcutta	10,945	12,200	30,375	30,615	15,715	15,032	10,722	11,071	67,757	68,918
Dacca	2,578	2,530	103,850	103,293	302,919	324,077	7,080	7,404	416,427	437,304
Rajshahi	974	1,003	50,844	52,144	200,270	211,115	5,355	5,378	257,943	269,640
Chittagong	654	673	53,875	60,778	185,827	197,445	5,972	7,470	246,328	266,366
European Institutions ...	...	...	7,232	7,864	1,129	747	1,093	1,463	9,454	10,074
Total ...	18,017	19,557	373,707	382,933	1,192,747	1,224,242	103,276	110,235	1,687,747	1,736,967

No. 3—*concluded.*

Division.	Number of pupils in Private Institutions.										Grand Total.	
	Advanced.		Elementary.				Other Schools.		Total.			
			Teaching the Vernacular.		Teaching the Koran.							
	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	161	323	405	60	235	239	3,342	3,555	4,143	4,177	368,986	359,227
Presidency	...	...	310	289	25	...	540	603	875	892	325,870	330,507
Calcutta	...	...	...	...	228	452	4,867	4,295	5,095	4,747	72,852	73,665
Dacca	866	709	1,963	2,559	14,577	15,904	6,347	7,634	23,773	26,806	440,200	464,110
Rajshahi	482	169	1,320	1,927	582	906	2,611	1,670	4,995	4,672	262,938	274,312
Chittagong	3,682	3,521	463	2,336	14,089	14,750	2,746	1,021	20,980	21,628	267,308	287,994
European Institutions ...	...	...	...	...	...	...	...	...	...	...	9,454	10,074
Total ...	5,191	4,722	4,481	7,171	29,736	32,251	20,453	18,778	59,861	62,922	1,747,608	1,799,889

No. 4.

Statement showing the statistics of Government, Aided, and Unaided Arts Colleges for 1914-15.

ARTS COLLEGES.	Number of pupils on the rolls on the 31st March 1915.	Average monthly roll number.	Average daily attendance.	EXPENDITURE IN 1914-15. From public funds. Provincial Revenues.	From public funds. District or Municipal Funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	COST PER ANNUM OF EACH STUDENT. From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Government (8).				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1. Presidency College	937	938	910	1,96,348	...	1,31,176	1,159	3,28,723	209 5 11	141 1 3	350 7 2
2. Hooghly ,, ...	230	224	202	29,501	...	16,740	...	46,241	131 11 3	74 11 3	206 7 0
3. Krishnanagar ,, ...	185	191	160	34,153	...	12,577	2,279	49,009	178 13 0	77 12 6	256 9 6
4. Sanskrit ,, ...	167	154	137	21,167	...	7,840	...	29,007	137 7 2	50 14 7	188 5 9
5. Dacca ,, ...	787	797	753	1,67,866	...	63,518	...	2,31,384	210 10 0	79 11 2	290 5 2
6. Chittagong ,, ...	213	206	137	34,984	...	11,817	528	47,329	169 13 2	59 14 10	229 12 0
7. Rajshahi ,, ...	774	713	578	37,514	...	37,390	10,465	85,369	52 9 10	67 1 11	119 11 9
8. Bethune ,, ...	59	65	38	30,201	...	2,409	...	32,610	464 10 1	37 1 0	501 11 1
Total for 1914-15 ...	3,352	3,288	2,915	5,51,774	...	2,83,467	14,431	8,49,672	167 13 0	90 9 7	258 6 7
Municipal (1).											
Midnapore College	129	122	113	2,657	167	6,026	4,654	13,504	25 3 5	95 5 9	120 9 3
Total for 1914-15 ...	129	122	113	2,657	167	6,026	4,654	13,504	25 3 5	95 5 9	120 9 3
Aided (14).											
1. St. Xavier's College	590	540	527	12,600	...	25,530	3,870	42,000	23 5 4	54 7 1	77 12 5
2. Scottish Churches College	1,107	1,092	972	24,000	...	74,539	61,669	1,60,208	21 15 8	124 11 9	146 11 5
3. L. M. S. College, Bhowanipur ...	191	191	175	3,000	...	13,097	1,353	17,450	15 11 4	75 10 6	91 5 10
4. Daulatpur Hindu Academy ...	462	451	390	6,850	...	14,716	800	22,366	15 3 0	34 6 5	49 9 5
5. Wesleyan Mission, Bankura ...	274	279	221	7,200	...	17,381	10,997	35,578	25 12 11	101 11 5	127 8 4
6. Narail Victoria College ...	103	99	88	1,050	...	3,881	1,168	6,099	10 9 8	51 0 0	61 9 8
7. Jagannath College, Dacca	683	704	650	19,000	...	27,226	200	46,426	26 15 10	38 15 4	65 15 2
8. Braja Mohan College, Barisal ...	437	514	442	14,400	...	22,974	...	37,374	28 0 3	44 11 1	72 11 4
9. A. M. College, Mymensingh ...	431	451	430	14,396	...	21,183	...	35,579	31 14 9	46 15 6	78 14 3
10. Comilla Victoria College	442	470	357	4,200	...	16,713	1,195	22,108	8 14 11	38 1 8	47 0 7
11. St. Paul's Cathedral Mission ...	141	125	132	6,000	...	8,484	8,123	22,607	48 0 0	132 13 8	180 13 8
12. Serampore College	189	187	168	12,000	...	12,965	18,432	43,397	64 2 9	167 14 4	232 1 1
13. Pabna Edward College	209	216	159	4,500	...	7,754	...	12,254	20 13 4	35 14 4	66 11 8
14. Diocesan College	36	35	35	7,200	...	2,368	1,265	10,833	205 11 5	103 12 10	309 8 3
Total for 1914-15 ...	5,300	5,354	4,746	1,36,396	...	2,68,811	1,09,072	5,14,279	25 7 7	70 9 3	96 0 10
Unaided (11).											
1. City College	1,448	1,457	1,319	...	...	68,306	...	68,306	...	46 14 1	46 14 1
2. Ripon ,, ...	1,628	1,631	1,282	...	...	97,079	...	97,079	...	59 8 4	59 8 4
3. Burdwan ,, ...	131	133	111	...	...	4,638	7,792	12,430	...	93 7 4	93 7 4
4. Berhampore Krishnath College ...	950	996	904	...	...	46,538	28,880	75,418	...	75 11 6	75 11 6
5. Central College	269	295	248	...	...	14,064	...	14,064	...	47 10 9	47 10 9
6 Uttarpara ,, ...	110	117	106	...	...	5,792	573	6,365	...	54 6 5	54 6 5
7. Hetampur ,, ...	45	39	37	...	...	2,071	3,925	5,996	...	153 11 11	153 11 11
8. Bishop's ,, ...	17	32	16	...	...	180	25,626	25,806	...	806 7 0	806 7 0
9. Bangabasi ,, ...	1,134	1,200	1,094	...	...	49,589	...	49,589	...	41 5 2	41 5 2
10. Metropolitan Institution	1,396	1,352	1,239	...	...	71,509	...	71,509	...	52 14 3	52 14 3
11. Loreto House	14	11	11	...	...	1,400	1,119	2,519	...	229 0 0	229 0 0
Total for 1914-15 ...	7,140	7,263	6,367	...	...	3,61,166	67,915	4,29,081	...	59 1 3	59 1 3
Total of all Colleges for 1914-15 ...	15,921	16,027	14,141	6,90,827	167	9,19,470	1,96,072	18,06,536	43 1 10	69 9 8	112 11 6
Indirect expenditure for all Colleges for 1914-15.	...	...	...	6,30,772	4,108	2,29,891	1,05,726	9,70,497	...	...	...
GRAND TOTAL FOR 1914-15 ...	15,921	16,027	14,141	13,21,599	4,275	11,49,361	3,01,798	27,77,033	...	...	...
GRAND TOTAL FOR 1913-14 ...	14,746	14,540	12,651	10,25,996	8,079	10,60,589	3,32,676	24,27,340	...	...	...

No. 5.

Statement showing the results of the Intermediate Examination held in March 1915.

NAME OF COLLEGE.	IN ARTS.						IN SCIENCE.					
	Number of candidates.	NUMBER PASSED. First Division.	Second Division.	Third Division.	Total passed.	Percentage of success.	Number of candidates.	NUMBER PASSED. First Division.	Second Division.	Third Division.	Total passed.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13
Government Colleges.												
1. Presidency College ...	75	37	18	1	56	74·6	71	48	3	.....	49	69·01
2. Hooghly ,, ...	47	12	11	2	25	53·1	19	13	.....	.....	13	68·4
3. Krishnagar ,, ...	58	11	18	4	33	56·8	9	4	.....	.....	4	44·4
4. Sanskrit ,, ...	59	3	12	4	19	32·2	.....	.....	.....	.....	.....	.....
5. Dacca ,, ...	155	34	41	13	88	56·7	41	23	6	.....	35	85·3
6. Chittagong ,, ...	39	12	15	2	29	74·3	14	13	.....	.....	13	92·8
7. Rajshahi ,, ...	198	49	67	23	139	70·2	33	19	5	.....	24	72·7
8. Bethune ,, ...	13	5	5	.....	10	76·9	.....	.....	.....	.....	.....	.....
Total for 1914-15 ...	644	163	187	49	399	61·9	187	124	14	.....	138	73·8
Municipal College.												
1. Midnapore College	58	14	12	5	31	53·4	.....	.....	.....	.....	.....	.....
Total for 1914-15 ...	58	14	12	5	31	53·4	.....	.....	.....	.....	.....	.....
Aided Colleges.												
1. St. Xavier's College ...	97	15	28	11	54	55·6	65	24	3	.....	27	41·5
2. Scottish Churches ,, ...	179	74	62	10	146	81·5	94	48	6	.....	54	57·4
3. L. M. S. College, Bhowanipur	159	15	46	7	68	42·7	1	.....	1	.....	1	100·
4. Daulatpur Hindu Academy ...	177	25	71	24	120	62·1	20	8	8	.....	16	80·
5. Wesleyan Mission College, Bankura.	82	30	32	4	66	80·5	12	10	1	.....	11	91·6
6. Narail Victoria College ...	47	12	18	1	31	65·9	.....	.....	.....	.....	.....	.....
7. Jagannath College, Dacca ...	161	25	54	11	90	55·1	32	18	2	.....	20	62·5
8. Braja Mohan College, Barisal.	181	45	73	8	126	64·08	.....	.....	.....	.....	.....	.....
9. A. M. College, Mymensingh...	219	23	32	13	68	31·05	.....	.....	.....	.....	.....	.....
10. Comilla Victoria College ...	234	25	98	20	143	61·1	.....	.....	.....	.....	.....	.....
11. St. Paul's Cathedral Mission College.	52	7	15	5	27	51·9	.....	.....	.....	.....	.....	.....
12. Serampore College	58	18	16	4	38	65·5	.....	.....	.....	.....	.....	.....
13. Habna Edward College ...	84	9	34	7	50	59·5	.....	.....	.....	.....	.....	.....
14. Diocesan College	4	3	1	.....	4	100·	.....	.....	.....	.....	.....	.....
Total for 1914-15 ...	1,732	326	560	125	1,031	59·5	224	108	21	.....	129	57·6
Unaided Colleges.												
1. City College	334	47	94	32	173	51·7	74	23	12	.....	40	54·05
2. Ripon ,, ...	356	38	80	16	134	37·6	92	24	9	.....	33	35·8
3. Burdwan ,, ...	54	15	11	3	29	53·7	.....	.....	.....	.....	.....	.....
4. Berhampore Krishnath College.	226	35	61	14	110	48·6	57	24	15	.....	39	68·4
5. Central Coll ge	185	16	39	8	63	32·4	.....	.....	.....	.....	.....	.....
6. Uttarpara ,, ...	54	7	7	7	21	38·8	14	6	4	.....	10	71·4
7. Hetampur ,, ...	28	5	6	.....	11	39·2	.....	.....	.....	.....	.....	.....
8. Bishop's ,, ...	10	3	4	1	8	80·	.....	.....	.....	.....	.....	.....
9. Bangabasi ,, ...	328	17	82	30	129	39·3	134	39	20	6	65	48·5
10. Metropolitan Institution ...	379	41	73	19	133	35·09	68	15	9	.....	24	35·2
11. Loreto House	7	3	2	.....	5	71·4	.....	.....	.....	.....	.....	.....
Total for 1914-15 ...	1,961	227	459	130	816	41·6	439	136	69	6	211	48·1
TOTAL OF ALL COLLEGES FOR 1914-15.												
Private candidates	289	10	34	130	174	60·2	23	3	2	4	9	39·1
GRAND TOTAL FOR 1914-15	4,684	740	1,272	439	2,451	52·3	873	371	106	10	487	55·8
GRAND TOTAL FOR 1913-14	4,223	431	998	500	1,929	45·6	836	285	190	33	508	60·7

No. 6.

Statement showing the results of the B.A. and B.Sc. Examinations held in 1914-15.

Colleges.	B.A.						B. Sc.						Total.						
	Candidates.		Honour division first.	Honour division second.	Pass.	Total passed.	Candidates.		Honour division first.	Honour division second.	Pass.	Total passed.	Candidates.		Honour division first.	Honour division second.	Pass.	Total passed.	Percentage of success.
	Honour.	Pass.					Honour.	Pass.					Honour.	Pass.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Government Colleges.																			
1. Presidency College	46	51	3	23	27	53	72	35	10	20	36	66	118	86	13	43	63	119	63·3
2. Hooghly ,, ...	2	29	...	1	19	20	2	3	1	...	1	2	4	32	1	1	20	22	61·1
3. Krisnanagar ,, ...	1	15	...	1	10	11	...	9	...	...	4	4	1	24	...	1	14	15	60
4. Sanskrit ,, ...	8	36	...	3	23	26	...	...	...	...	...	...	8	36	...	3	23	26	54·1
5. Bethune ,, ...	...	3	...	...	3	3	...	...	...	...	...	...	...	3	...	...	3	3	100
6. Dacca ,, ...	32	120	...	23	40	63	13	19	2	4	17	23	45	139	2	27	57	86	46·7
7. Chittagong ,, ...	1	31	...	1	17	18	1	5	...	...	3	3	2	36	...	1	20	21	55·2
8. Rajshahi ,, ...	9	112	...	4	56	60	4	23	1	3	6	10	13	135	1	7	62	70	47·3
Total ...	99	397	3	56	195	254	92	94	14	27	67	108	191	491	17	83	262	332	53·1
Aided Colleges.																			
1. Scottish Churches College ...	51	134	2	26	88	116	23	37	2	12	23	37	74	171	4	38	111	153	62·5
2. St. Xavier's ,, ...	...	...	...	...	...	...	5	41	...	2	24	26	5	41	...	2	24	26	56·5
3. Wesleyan Mission ,, ...	2	35	1	...	18	19	...	...	...	...	...	...	2	35	1	...	18	19	51·3
4. Jagannath ,, ...	15	121	...	6	47	53	...	...	...	...	...	...	15	121	...	6	47	53	38·9
5. Braja Mohan ,, ...	...	53	...	...	25	25	...	...	...	...	...	...	...	53	...	...	25	25	47·1
6. Diocesan ,, ...	4	2	1	2	2	5	...	...	...	...	...	...	4	2	1	2	2	5	83·3
7. Serampore ,, ...	4	24	...	4	17	21	...	...	...	...	...	...	4	24	...	4	17	21	75
Total ...	76	369	4	34	180	218	28	78	2	14	47	63	104	447	6	48	227	281	50·9
Unaided Colleges.																			
1. City College	53	245	...	20	123	143	2	25	...	1	9	10	55	270	...	21	132	153	47·1
2. Ripon ,, ...	34	419	2	12	197	211	...	...	...	...	...	...	34	419	2	12	197	211	46·5
3. Krishnath ,, Berhampur ...	11	151	...	1	54	55	15	29	...	1	14	15	26	180	...	2	68	70	33·9
4. Bishop's ,, ...	2	4	...	1	1	2	...	...	...	...	...	...	2	4	...	1	1	2	33·3
5. Bangabasi ,, ...	5	142	...	1	55	56	2	54	...	...	15	15	7	196	...	1	70	71	34·9
6. Metropolitan Institution	11	300	...	7	113	120	1	32	...	...	10	10	12	332	...	7	123	130	37·8
Total ...	116	1,261	2	42	543	587	20	140	...	2	48	50	136	1,401	2	44	591	637	41·4
Non-collegiate students	13	148	...	7	60	67	...	15	...	...	5	5	13	163	...	7	65	72	40·9
GRAND TOTAL ...	304	2,175	9	139	978	1,126	140	327	16	43	167	226	444	2,502	25	182	1,145	1,352	45·9
GRAND TOTAL FOR 1913-14 ...	343	1,828	8	139	987	1,134	126	278	9	46	163	218	469	2,106	17	185	1,150	1,352	52·5

No. 7.

Statement showing the results of the M.A. and M.Sc. Examinations held in 1914-15.

Colleges.	English, Group A.		English, Group B.		Sanskrit, Group A.		Sanskrit, Group B.		Sanskrit, Group D.		Sanskrit, Group H.		Sanskrit, Group I		Pali, Group A.		Persian.		Political Economy, Group A.		Political Economy, Group B.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
M.A.																						
Presidency College ...	31	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	6	9	6
Dacca ,, ...	10	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
Scottish Churches College.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University students	45	19	...	...	6	5	1	1	1	1	...	...	3	2	1	1	1	1	32	22	6	5
Non-collegiate ,,	27	8	3	2	10	7	...	...	1	1	...	...	...	...	...	...	2	1	14	3	8	4
Total ...	113	48	3	2	16	12	1	1	2	2	...	...	3	2	1	1	3	2	58	31	23	15
M. Sc.																						
Presidency College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dacca College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University students	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Non-collegiate ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Colleges.	Comparative Philology.		History.		Philosophy.		Mathematics.				Natural and Physical Science.										Total.	
									Mixed.		Chemistry.		Physics.		Botany.		Geology.		Physiology.			
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
M. A.																						
Presidency College ...	...	...	26	17	...	...	...	...	4	4	1	1	2	1	...	...	...	...	...	...	84	52
Dacca ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	4
Scottish Churches College.	...	...	...	...	22	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22	19
University students	1	1	71	49	32	20	17	11	...	...	...	...	...	...	...	...	...	...	...	...	217	138
Non-Collegiate ,,	...	...	55	37	46	28	20	11	...	...	2	1	...	...	...	...	...	...	1	1	189	104
Total ...	1	1	152	103	100	67	37	22	4	4	3	2	2	1	...	...	...	...	1	1	523	317
M. Sc.																						
Presidency College ...	...	...	...	...	...	...	...	...	11	4	9	8	11	8	...	...	...	...	...	...	31	20
Dacca College	...	...	...	...	...	...	...	...	...	...	6	3	...	...	...	...	...	...	...	...	6	3
University students	...	...	...	...	...	...	22	12	...	...	...	...	...	...	...	...	5	3	2	2	29	17
Non-collegiate ,,	...	...	...	...	...	...	9	6	2	1	8	4	4	1	2	...	3	3	...	...	28	15
Total ...	...	...	...	...	...	...	31	18	13	5	23	15	15	9	2	...	8	6	2	2	94	55

No. 8.

Statement showing in detail the attendance and expenditure in different classss of secondary schools for Indian boys and girls during the year 1914-15.

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March.	Average monthly number on the rolls during the year.	Expenditure.						
				Public funds.				Private funds.		Total.
				Provincial revenues.	District funds.	Municipal funds.	Native States revenues.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11
For Boys.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government. — High English	38	14,568	13,614	2,36,330	...	...	...	3,11,322	2,741	5,50,393
Government. — Middle English	4	616	592	11,433	...	...	...	2,699	...	14,132
Government. — Middle Vernacular	3	168	153	2,733	...	...	...	356	...	3,089
District or Municipal funds. — High English	4	1,772	1,666	5,834	...	734	...	33,147	...	39,715
District or Municipal funds. — Middle English	42	4,869	4,765	...	12,701	1,243	...	34,468	2,561	50,971
District or Municipal funds. — Middle Vernacular	45	3,001	2,899	...	17,283	...	...	12,121	1,270	30,674
Native States. — High English	...	...	...	...	...	...	...	...	...	...
Native States. — Middle English	...	...	...	...	...	...	...	...	...	...
Native States. — Middle Vernacular	...	...	...	...	...	...	...	...	...	...
Aided — High English	228	64,597	61,461	2,38,915	3,375	6,105	1,200	11,25,028	1,17,824	14,92,447
Aided — Middle English	820	85,328	83,899	90,782	1,36,249	7,851	696	6,84,474	1,85,736	11,05,788
Aided — Middle Vernacular	324	19,029	19,058	39,570	21,497	234	...	72,560	29,007	1,62,868
Unaided — High English	318	108,328	102,176	...	...	600	...	18,74,773	3,03,932	21,79,305
Unaided — Middle English	583	63,123	60,287	...	...	...	...	4,04,854	1,76,460	5,81,314
Unaided — Middle Vernacular	42	2,714	2,680	...	...	...	...	12,852	8,901	21,753
Total for 1914-15. — High English	588	189,265	178,917	4,81,079	3,375	7,439	1,200	33,44,270	4,24,497	42,61,860
Total for 1914-15. — Middle English	1,449	153,936	149,543	1,02,215	1,48,950	9,094	696	11,26,493	3,64,757	17,52,205
Total for 1914-15. — Middle Vernacular	414	24,912	24,790	42,303	38,780	234	...	97,389	39,178	2,18,384
Total for 1913-14. — High English	559	179,986	166,308	3,71 427	2,301	10,315	1,210	29,85,587	4,02,233	37,73,563
Total for 1913-14. — Middle English	1,358	150,226	140,808	70,393	1,39,849	8,187	931	9,98,920	3,15,998	15,34,278
Total for 1913-14. — Middle Vernacular	451	29,010	27,802	44,565	37,383	414	...	1,05,910	40,104	2,28,376
For Girls.										
Government. — High English	4	828	798	70,316	...	...	...	8,722	342	79,380
Government. — Middle English	2	321	286	8,629	...	...	...	335	166	9,130
Government. — Middle Vernacular	1	111	100	2,820	...	...	...	...	...	2,820
District or Municipal Boards. — High English	...	...	...	...	...	...	...	...	...	...
District or Municipal Boards. — Middle English	...	...	...	...	...	...	...	...	...	...
District or Municipal Boards. — Middle Vernacular	1	81	85	...	...	1,414	...	261	...	1,675
Native States. — High English	...	...	...	...	...	...	...	...	...	...
Native States. — Middle English	...	...	...	...	...	...	...	...	...	...
Native States. — Middle Vernacular	...	...	...	...	...	...	...	...	...	...
Aided — High English	10	1 383	1,355	51,716	...	3,028	...	41,265	41,648	1,37,657
Aided — Middle English	13	1,770	1,647	20,724	559	1,576	...	4,524	16,145	43,528
Aided — Middle Vernacular	25	2,256	2,374	17,240	680	2,557	355	5,745	20,302	46,879
Unaided — High English	1	37	29	...	...	...	...	...	...	...
Unaided — Middle English	1	55	50	...	...	...	...	71	979	1,050
Unaided — Middle Vernacular	2	114	127	...	...	...	...	8	1,334	1,342
Total for 1914-15. — High English	15	2,248	2,182	1,22.032	...	3,028	..	49,987	41,990	2,17,037
Total for 1914-15. — Middle English	16	2,146	1,983	29,353	559	1,576	...	4,930	17,290	53,708
Total for 1914-15. — Middle Vernacular	29	2,562	2,686	20,060	680	3,971	355	6,014	21,636	52,716
Total for 1913-14. — High English	14	2,181	2,103	1,11,378	...	1,918	...	51,864	55,446	2,20,606
Total for 1913-14. — Middle English	12	1,361	1,336	18.292	...	498	...	2,636	23,247	44,673
Total for 1913-14. — Middle Vernacular	34	3,711	3,469	20,257	848	4,488	296	7,536	23,794	57,219
Grand Total, Secondary Schools for 1914-15.	2,511	375,069	3,60,101	7,97,042	1,92,344	25,342	2,251	46,29,583	9,09,348	65,55,910
Grand Total, Secondary Schools for 1913-14.	2,428	366,475	341,826	6,36,312	1,80,881	25,820	2,427	41,52,453	8,60,822	58,58,715

No. 9.

Qualification statement of Teachers in Government, Aided and Unaided Schools for Indians during the year 1914-15.

A.—Boys.

Class of School.	Number of schools.	Number of teachers employed.	Teachers passing Examinations.														Passing no examination.	Number of vacancies which occurred during the year.
			M.A.	B.A.	F.A.	Entrance.	Vernacular Mastership. Final Examination.	Vernacular Mastership. Lower grade examination.	Guru-Training School.	Middle English or Standard VI.	Middle Vernacular or Standard VI.	Upper Primary or Standard IV.	Lower Primary or Standard II.	Sanskrit Title examination.	Madrassa Central examination.	Other examinations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High English.																		
Government ...	42	691	33	178	136	119	53	...	2	2	6	.....	.....	55	47	32	28	34
Aided ...	228	3,076	60	621	709	643	217	31	19	92	65	5	1	241	118	26	228	326
Unaided ...	318	4,826	102	860	815	1,354	226	43	19	176	136	23	2	391	194	56	429	407
Total ...	588	8,593	195	1,659	1,660	2,116	496	74	40	270	207	28	3	687	359	114	685	767
Middle English.																		
Government ...	46	280	...	1	18	72	55	9	12	31	37	5	...	2	5	6	27	9
Aided ...	820	4,695	2	24	345	1,372	785	143	277	636	469	77	10	9	116	12	418	372
Unaided ...	583	3,380	1	8	145	941	428	107	232	600	386	97	12	10	94	12	307	237
Total ...	1,449	8,355	3	33	508	2,385	1,268	259	521	1,267	892	179	22	21	215	30	752	618
Middle Vernacular.																		
Government ...	48	171	...	.....	.....	5	44	23	16	15	50	8	1	...	...	...	9	11
Aided ...	324	1,020	...	.....	6	44	225	39	87	148	322	68	5	1	3	...	72	64
Unaided ...	42	149	...	.....	.....	8	28	12	6	24	44	9	1	1	...	...	16	10
Total ...	414	1,340	...	.....	6	57	297	74	109	187	416	85	7	2	3	...	97	85
Upper Primary.																		
Government ...	259	526	...	1	.....	3	32	15	192	68	100	69	4	1	1	...	40	37
Aided ...	2,873	5,826	...	.....	2	34	31	78	1,060	1,111	1,319	1,475	265	2	25	5	419	526
Unaided ...	87	200	...	.....	1	10	1	3	17	53	37	35	13	...	4	...	26	6
Total ...	3,219	6,552	...	1	3	47	64	96	1,269	1,232	1,456	1,579	282	3	30	5	485	569
Lower Primary.																		
Government ...	2,574	4,068	...	.....	.....	3	4	14	1,675	366	488	992	315	...	39	3	169	284
Aided ...	19,174	20,861	...	.....	1	14	19	65	1,686	2,414	3,528	6,811	2,948	3	288	24	3,060	1,163
Unaided ...	3 360	3,469	...	.....	.....	2	2	7	143	364	431	1,246	597	6	51	4	616	69
Total ...	25,108	28,398	...	.....	1	19	25	86	3,504	3,144	4,447	9,049	3,860	9	378	31	3,845	1,516
Grand Total	30,778	53,238	198	1,693	2,178	4,624	2,150	589	5,443	6,100	7,418	10,920	4,774	722	985	189	5,864	3,555

B.—Girls.

High English.																		
Government ...	4	49	4	9	3	10	5	...	.....	.....	1	1	.....	1	...	13	2	4
Aided	10	125	7	13	15	21	16	19	.....	5	.....	.....	.....	2	...	19	8	7
Unaided ...	1	8	...	.....	2	2	...	...	1	.....	1	.....	.....	...	...	...	2	1
Total ...	15	182	11	22	20	33	21	19	1	5	2	1	.....	3	...	32	12	12
Middle English.																		
Government ...	2	12	...	.....	1	2	.....	1	4	1	.....	1	1	...	...	...	1	.....
Aided	13	86	1	2	5	8	13	6	2	14	8	9	1	1	...	9	7	4
Unaided ...	1	5	...	.....	.....	1	1	...	1	.....	1	...	...	...	...	...	1	.....
Total ...	16	103	1	2	6	11	14	7	7	15	9	10	2	1	...	9	9	4
Middle Vernacular.																		
Government ...	2	9	...	.....	.....	1	1	1	.....	.....	2	1	2	...	...	...	1	.....
Aided	25	118	...	.....	1	6	12	12	13	4	20	6	3	...	...	5	26	3
Unaided ...	2	6	...	.....	.....	.....	.....	1	.....	2	.....	.....	.....	1	...	...	2	.....
Total ...	29	123	...	.....	1	7	13	14	13	6	22	7	5	1	...	5	29	3
Upper Primary.																		
Government ...	26	58	...	2	.....	.....	7	5	6	5	17	4	1	...	...	1	10	.....
Aided	200	487	...	.....	5	16	35	61	23	50	91	66	20	3	1	41	75	18
Unaided ...	3	8	...	.....	.....	.....	1	...	.....	.....	3	1	1	...	...	...	2	1
Total ...	229	553	...	2	5	16	43	66	29	55	111	71	22	3	1	42	87	19
Lower Primary.																		
Government ...	68	93	...	.....	.....	2	3	2	16	14	20	14	6	1	1	1	13	.....
Aided	6,136	5,392	...	1	.....	12	41	45	576	584	1,015	1,646	770	16	35	36	6 5	180
Unaided ...	1,189	1,015	...	...	.....	3	7	4	73	125	189	362	156	...	8	1	87	12
Total ...	7,393	6,500	...	1	.....	17	51	51	665	723	1,224	2,022	932	17	44	38	715	192
Grand Total	7,862	7,461	12	27	32	84	142	157	715	804	1,368	2,111	961	25	45	126	852	230

No. 10.

Statement showing attendance and expenditure in Primary Schools and cost of primary education for Indian boys and girls during the year 1914-15.

Class of schools.	Number of schools.	Number of pupils on the rolls during the year.	Average monthly number on the rolls.	Expenditure. Public funds. Provincial revenues.	District funds.	Municipal funds.	Native States revenues.	Private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
Direct.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Boys.										
Government — Upper Primary	108	4,042	4,065	54,944	.....	.....	...	3,138	23	58,105
Government — Lower ,,	7	227	22	1,194	.....	.....	...	.....	.....	1,194
District or Municipal Boards — Upper ,,	151	7,498	7,605	12	30,487	666	...	14,952	955	47,072
District or Municipal Boards — Lower ,,	2,567	124,548	1,17,582	1,757	2,79,745	752	...	1,91,795	14,857	4,88,936
Native States — Upper ,,	...	...	...	.....	.....	.....	...	.....	.....	.....
Native States — Lower ,,	6	171	162	.....	.....	.....	342	231	30	603
Aided — Upper ,,	2,873	147,996	1,45,244	29,654	2,58,848	12,840	508	3,18,200	49,795	6,69,845
Aided — Lower ,,	19,174	660,927	6,28,039	79,311	6,70,240	39,443	929	10,29,827	1,50,014	19,69,764
Unaided — Upper ,,	87	4,594	4,361	.....	.....	.....	...	10,513	4,133	14,646
Unaided — Lower ,,	3,354	96,691	87,140	.....	.....	.....	...	1,28,286	31,528	1,54,814
Total for 1914-15 — Upper ,,	3,219	164,130	161,275	84,610	2,80,335	13,506	508	3,46,803	54,996	7,89,668
Total for 1914-15 — Lower ,,	25,108	882,564	833,145	82,292	9,49,985	40,195	1,271	13,45,130	1,96,429	26,15,311
Total for 1913-14 — Upper ,,	3,264	171,664	162,668	74,178	2,87,310	12,930	79	3,58,006	63,193	7,75,726
Total for 1913-14 — Lower ,,	24,197	856,020	807,831	74,324	8,09,980	38,193	500	13,35,688	1,96,159	24,54,844
Girls.										
Government — Upper Primary	22	1,237	1,158	9,487	163	65	...	56	806	10,577
Government — Lower ,,	47	1,724	1,670	11,532	381	84	...	123	892	13,012
District or Municipal Boards — Upper ,,	4	221	215	106	518	2,494	...	98	44	3,260
District or Municipal Boards — Lower ,,	21	793	741	.....	2,511	.....	...	.....	.....	2,511
Native States — Upper ,,	...	...	...	.....	.....	.....	...	.....	.....	.....
Native States — Lower ,,	...	...	...	.....	.....	.....	...	.....	.....	.....
Aided — Upper ,,	200	11,844	11,617	46,130	6,209	6,584	...	12,365	51,100	1,22,379
Aided — Lower ,,	6,136	1,38,099	130,275	62,781	1,66,333	14,674	72	10,393	61,503	3,15,756
Unaided — Upper ,,	3	193	182	.....	.....	.....	...	205	539	744
Unaided — Lower ,,	1,189	22,690	20,805	.....	.....	.....	...	1,427	8,761	10,188
Total for 1914-15 — Upper ,,	229	13,495	13,170	55,723	6,881	9,143	...	12,724	52,489	1,36,960
Total for 1914-15 — Lower ,,	7,393	163,306	153,491	74,313	1,69,225	14,758	72	11,943	71,156	3,41,467
Total for 1913-14 — Upper ,,	226	13,126	12,243	45,609	6,970	6,564	...	9,417	55,243	1,23,803
Total for 1913-14 — Lower ,,	6,805	150,808	141,819	64,217	1,57,129	14,737	60	11,348	82,244	3,29,735
Recognised Maktabs	2,534	72,639	67,049	29,188	73,593	14,567	...	98,338	27,233	2,42,919
Other schools teaching the primary standard	57	1,480	1,423	27,817	.....	80	...	1,568	525	29,990
Grand total of Direct Expenditure for 1914-15.	...	...	...	353,943	14,89,019	92,249	1,851	18,16,515	4,02,738	41,56,315
Grand total of Direct Expenditure for 1913-14.	...	...	...	316,267	12,95,740	85,003	639	18,10,791	4,24,845	39,33,285
Indirect Expenditure.										
Charges for abolished schools	...	...	...	2,294	14,328	735	...	3	251	17,611
,, for buildings, etc.	...	...	...	23,429	4,83,033	1,297	...	.....	71,956	5,87,715
,, for scholarships	...	...	...	7,575	28,566	948	...	36	40	37,165
,, for conducting examinations ...	...	...	...	110	158	.....	...	303	... ..	571
,, for Assistant Sub-Inspectors ...	...	...	...	21,722	8,174	.....	..	.....	.....	29,896
,, for Inspecting Pandits and Maulvis	...	...	...	5,459	38,810	1,399	...	.....	.....	43,668
,, for Sub-Inspectors and 80 per cent. of the actual charges for Deputy and Additional Deputy Inspectors of Schools.	...	...	...	467,063	.....	.....	...	.....	351	4,67,414
Charges for Assistant Inspectresses ...	...	...	...	4,403	.....	.....	...	.....	.....	4,406
Miscellaneous charges	...	...	...	5,357	28,290	1,817	...	.....	2,260	37,724
Total Indirect Expenditure for 1914-15	...	...	...	5,42,415	5,99,359	9,196	...	342	74 858	12,26,170
Total Indirect Expenditure for 1913-14	...	...	...	5,21,857	4,16,265	10,350	...	1,966	76,439	10,26,877
Grand Total for 1914-15	...	...	...	8,96,358	20,88,378	1,01,445	1,851	18,16,857	4,77,595	53,82,485
Grand Total for 1913-14	...	...	...	8,38,124	17,12,006	95,353	639	18,12,757	5,01,284	49,60,162
Proportionate expenditure of Primary Departments of Secondary Schools for Indian pupils—										
For 1914-15	...	...	...	3,93,822	88,860	15,579	1,069	16,25,483	3,65,969	24,90,782
For 1913-14	...	...	...	2,22,982	76,699	14,817	994	13,66,441	3,37,699	20,19,632
Great Grand Total for 1914-15 ...	...	...	...	12,90,180	21,77,238	1,17,024	2,920	34,42,340	8,43,565	78,73,267
Great Grand Total for 1913-14 ...	...	...	...	10,61,106	17,88,704	1,10,170	1,633	31,79,198	8,38,983	69,79,794

No. 11.

Statement showing the attendance and expenditure in Professional Colleges during the year 1914-15.

PROFESSIONAL COLLEGES.	Number of pupils on the rolls on the 31st March 1915.	Average monthly roll number.	EXPENDITURE IN 1914-15. From public funds. Provincial revenues.	From public funds. District or Municipal funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	COST PER ANNUM OF EDUCATING EACH STUDENT. From public funds.	From private funds.	TOTAL.
1	2	3	4	5	6	7	8	9	10	11
(A) Law—			Rs.		Rs.		Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government. 1. University Law College.	1,867	1,939	30,000	...	1,28,335	...	1,58,335	15 7 7	66 3 0	81 10 7
Government. 2. Dacca Law College.	145	148	4,807	...	11,482	...	16,289	32 7 8	77 9 3	110 0 11
Government. 3. Hooghly College	1	1	...	...	77	...	77	...	77 0 0	77 0 0
Government. 4. Rajshahi ,,	20	19	...	...	1,380	...	1,380	...	72 10 1	72 10 1
Government. 5. Krishnagar ,,	4	4	...	...	201	...	201	...	50 4 0	50 4 0
Government. 6. Chittagong ,,	18	15	...	...	1,104	...	1,104	...	73 9 7	73 9 7
Municipal. 1. Midnapore ,,	5	6	...	...	384	...	384	...	64 0 0	64 0 0
Unaided. 1. Ripon College ...	286	288	...	...	16,157	...	16,157	...	56 1 8	56 1 8
Unaided. 2. Berhampore College.	17	17	...	...	827	...	827	...	48 10 4	48 10 4
Unaided. 3. Metropolitan Institution.	38	39	...	...	1,800	...	1,800	...	46 2 6	46 2 6
Total for Law Colleges ...	2,401	2,476	34,807	...	1,61,747	...	1,96 554	14 0 11	65 5 3	79 6 2
(B) Medicine—										
Government—Medical College, Calcutta.	827	908	2,17,745	...	80,387	...	2,98,132	239 12 11	88 9 7	328 6 6
(C) Engineering—										
Government—Civil Engineering College, Sibpur.	313	305	2,06,488	...	18,511	6,244	2,31,243	677 0 2	81 2 7	758 2 9
(D) Teaching—										
Government. 1. David Hare Training College, Calcutta.	32	32	36,425	...	...	...	36,425	1,138 4 6	.....	1,138 4 6
Government. 2. Dacca Training College.	47	47	59,014	...	...	...	59,014	1,255 9 10	.....	1,255 9 10
Aided 1. Bhowanipur L. M. S. Training Class.	7	7	1,480	...	...	...	1,480	211 6 10	.....	211 6 10
Aided 2. Diocesan Training Class.	5	4	4,940	...	250	...	5,190	1,235 0 0	62 8 0	1,297 8 0
Unaided 1. Loretto House—Training Class.	4	4	...	...	400	638	1,038	...	259 8 0	259 8 0
Total of Training Colleges...	95	94	1,01,859	...	650	638	1,03,147	1,083 9 8	13 11 3	1,097 4 11
Total Professional Colleges for 1914-15.	3,636	3,783	5,60,899	...	2,61,295	6,882	8,29,076	14 13 3	70 14 3	85 11 6

No. 12.

Statement showing the attendance and expenditure in Training Schools for 1913-14 and 1914-15.

Class of School.	Number of Schools.		Number of Pupils.		Expenditure in 1914-15.						Total.
					Public Funds.				Private Funds.		
	1913-14.	1914-15.	1913-14.	1914-15.	Provincial revenues.	District funds.	Municipal funds.	Native States revenues.	Fees and fines.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11	12
FOR MASTERS.					Rs.				Rs.	Rs.	Rs.
First Grade.											
Government—											
1. Calcutta Training School ...	1	1	91	87	22,447	...	...	...	6	.....	22,453
2. Hooghly ,, ,, ...	1	1	82	83	15 612	...	...	...	8	.....	15,620
3. Dacca ,, ,, ...	1	1	123	122	21,401	...	...	...	.....	.....	21,401
4. Chittagong ,, ,, ...	1	1	84	75	14,190	...	...	...	3	.....	14,193
5. Rangpur ,, ,, ...	1	1	61	52	15,056	...	...	...	118	.....	15,174
Total ...	5	5	441	419	88,706	...	...	...	135	.....	88,841
Aided—											
1. Krishnagar C. M. S. Normal School.	1	1	26	25	2,400	...	...	...	.....	4,965	7,365
Grand Total for First Grade Training Schools.	6	6	467	444	91,106	...	...	...	135	4,965	96,206
Guru-training Schools.											
Government—											
Burdwan Division	33	32	462	456	44,047	...	...	...	2,197	.....	46,244
Presidency ,, ...	43	43	610	641	64,488	...	...	...	3,313	.....	67,801
Calcutta	1	1	12	11	1,621	...	...	..	.....	...	1,621
Dacca Division	16	16	288	305	28,330	...	...	...	1,629	.....	29,959
Chittagong ,, ...	7	7	143	140	14,343	...	...	...	515	44	14,902
Rajshahi ,, ...	15	15	253	294	23,330	...	...	...	1,416	17	24,813
Total ...	115	114	1,768	1,847	1,76,209	...	...	...	9,070	61	1,85,340
Aided—											
Burdwan Division	1	1	8	6	432	..	...	...	.....	301	733
Rajshahi ,, ...	1	1	44	43	5,864	...	...	...	...	6,281	12,145
Total ...	2	2	52	49	6,296	...	...	...	.....	6,582	12,878
Grand Total of Guru-Training Schools.	117	116	1,820	1,896	1,82,505	...	...	...	9,070	6,643	1,98,218
Special Training Classes.											
Government—											
Dacca Division	2	2	44	45	10,623	...	...	...	334	124	11,081
Chittagong ,, ...	2	2	12	10	1,001	...	...	...	...	.....	1,001
Total ...		4	56	55	11,624	...	...	...	334	124	12,082
Grand Total of all Training Schools for Masters.	127	126	2,343	2,395	2,35,235	...	...	...	9,539	11,732	3,06,506
Total for 1913-14	127	...	2,343	.....	2,48,926	...	...	...	10,182	11,831	2,70,939
FOR MISTRESSES.											
Government—											
Burdwan Division	...	...	...	.....	.....	...	...	...	.....	.....	.....
Presidency ,, ...	...	...	...	.....	.....	...	...	...	.....	.....	.....
Calcutta	1	1	17	14	5,735	...	...	...	.....	.....	5,735
Dacca Division	1	1	32	35	13,034	...	...	...	163	.....	13,197
Chittagong ,, ...	...	...	...	.....	.....	...	...	...	.....	.....	.....
Rajshahi ,, ...	...	...	...	.....	.....	...	...	...	.....	.....	.....
Total ...	2	2	49	49	18,769	...	...	...	163	.....	18,932
Aided—											
Burdwan Division	1	1	7	7	840	...	...	...	.....	1,992	2,832
Presidency ,, ...	1	1	19	22	2,744	...	...	...	.....	5,517	8,261
Calcutta	3	3	45	81	10,205	...	...	...	4,008	3,807	18,020
Dacca Division	...	...	...	.....	.....	...	...	...	.....	.....	.....
Chittagong ,, ...	...	...	...	.....	.....	...	...	...	.....	.....	.....
Rajshahi ,, ...	...	1	...	4	480	...	...	...	.....	.....	480
Total ...	5	6	71	114	14,269	...	...	...	4,008	11,316	29,593
Grand Total for all Training Schools for Mistresses.	7	8	120	163	33,038	...	...	...	4,171	11,316	48,525
Total for 1913-14 ...	7	...	120	.....	28,841	...	348	...	2,686	11,180	43,055

No. 13.

Statement showing the results of Training Schools for 1914-15.

Name of School.	Second Grade Certificate.					First Grade Certificate.					Total.		Percentage of success to the total candidates.
	Candidates examined.	Number passed.				Candidates examined.	Number passed.				Candidates examined.	Candidates passed.	
		High.	Medium.	Low.	Total.		High.	Medium.	Low.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
First Grade Training Schools.													
Government—													
1. Calcutta Training School	25	7	11	4	22	26	5	14	3	22	51	44	86·3
2. Hooghly ,, ,, ...	22	7	9	5	21	24	7	9	3	19	46	40	87
3. Dacca ,, ,, ...	.....	...	...	...	.....	67	.....	32	.....	32	67	32	47·7
4. Chittagong ,, ,, ...	.....	...	...	...	.....	32	.....	21	.....	21	32	21	65·6
5. Rangpur ,, ,, ...	.....	...	...	...	.....	20	.....	7	.....	7	20	7	35
Aided—Krishnagar C. M. S. Training Class.	8	...	2	2	4	4	.....	.....	2	2	12	6	50
Total ..	55	14	22	11	47	173	12	83	8	103	228	150	65·8
Guru-Training Schools.													
Burdwan Division	.....	...	...	...	.....	.....	.....	.....	.....	.....	190	139	73·1
Presidency ,, ...	.....	...	...	...	.....	.....	.....	.....	.....	.....	278	157	56·5
Calcutta	.....	...	...	...	.....	.....	.....	.....	.....	.....	7(*a*)	1	14·2
Dacca Division	.....	...	...	...	.....	.....	.....	.....	.....	.....	300	239	79·6
Chittagong ,, ...	.....	...	...	...	.....	.....	.....	.....	.....	.....	134	111	82·8
Rajshahi ,, ...	.....	...	...	...	.....	.....	.....	.....	.....	.....	248	175	75·6
Total ...	.....	...	...	...	.....	.....	.....	.....	.....	.....	1157	822	71·1

No. 14.

Statement showing the attendance and expenditure of the Institutions teaching Engineering and Surveying for 1914-15.

Name of Institution.	Number of Institutions.	Number of pupils on the rolls on the 31st March 1915.	Average monthly roll number.	Direct Expenditure.					Total.	Average Annual cost of educating each pupil.	
				From public funds.			From private funds.			Cost of public funds.	Total cost.
				Provincial revenues.	District funds.	Municipal funds.	Fees and fines.	Other sources.			
1	2	3	4	5	6	7	8	9	10	11	12
Engineering College.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Government—											
Civil Engineering College, Sibpur.	1	313	305	2,06,488	...	...	18,511	6,244	2,31,243	677 0 1	758 2 9
Engineering School.											
Government—											
Dacca School of Engineering...	1	161	190	39,659	...	...	5,968	2,900	48,527	208 11 8	255 6 5
Total for the year ...	2	474	495	2,46,147	...	...	24,479	9,144	2,79,770	497 4 3	565 3 1

No. 15.

Statement showing the attendance and expenditure of the Institutions for Indian pupils teaching Art, Industry and Commerce for 1914-15.

NAME OF SCHOOL.	Number of Institutions.	Number of pupils on the rolls on the 31st March 1915.	Average monthly number on the rolls.	EXPENDITURE. From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees and fines.	From private funds. Other sources.	Total.	Average cost per pupil. Cost of public funds.	Average cost per pupil. Total cost.
1	2	3	4	5	6	7	8	9.	10	11	12
1. ART.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Calcutta—											
Government	1	284	269	41,265	...	...	4,752	...	46,017	153 6 3	171 1 0
Aided	1	60	69	1,800	...	450	1,313	11,324	14,887	32 9 8	215 11 11
Unaided	1	19	18	...	...	...	300	4,116	4,416	...	245 5 4
Dacca—											
Unaided—	1	7	7	...	...	...	700	...	700	...	100 0 0
Total ...	4	370	363	43,065	...	450	7,065	15,440	66,020	119 14 0	181 13 11
Total for 1913-14 ...	4	416	354	39,302	...	350	6,423	9,679	55,754	95 5 1	134 0 5
2. INDUSTRY.											
(a) *Government—*											
Burdwan Division ...	2	93	81	24,623	127	...	...	...	24,750	305 8 10	305 8 10
Dacca ,, ...	1	51	5	8,293	...	...	104	2,078	10,475	162 9 9	205 6 3
Rajshahi ,, ...	4	137	131	13,992	4,635	...	1,045	4,097	23,769	142 3 1	181 7 1
Chittagong ,, ...	1	8	10	1,133	1,025	...	...	...	2,158	215 12 10	215 12 10
Total ...	8	289	273	48,041	5,787	...	1,149	6,175	61,152	197 2 9	224 0 0
(b) *District Board—*											
Burdwan Division ...	2	36	28	...	6,397	24	708	775	7,904	229 5 2	232 4 7
Presidency ,, ...	1	19	17	360	1,651	48	...	421	2,480	121 1 10	145 14 1
Dacca ,, ...	2	44	36	...	7,782		...	36	7,818	216 2 8	217 2 8
Rajshahi ,, ...	2	146	128	960	11,015	...	2,963	4,551	19,509	93 8 10	152 6 7
Chittagong ,, ...	1	34	35	...	6,163	...	285	2,579	9,027	176 1 4	257 14 7
Total ...	8	279	244	1,320	33,008	72	3,976	8,362	46,738	140 15 9	191 9 0
Total for 1913-14 ...	9	326	303	1,620	33,597	123	4,561	8,994	48,895	108 6 6	149 15 9
(c) *Aided—*											
Burdwan Division ...	3	53	52	1,560	...	...	629	2,016	4,205	30 0 0	80 13 10
Presidency ,, ...	9	255	261	3,298	...	60	72	18,346	21,776	12 13 10	83 6 10
Calcutta	6	385	396	6,458	...	2,878	...	16,108	25,444	23 9 2	64 4 0
Dacca Division ...	2	63	62	824	...	...	...	582	1,406	13 3 0	22 10 10
Rajshahi ,, ...	6	143	179	3,720	...	...	...	2,138	5,858	20 12 6	32 11 7
Chittagong ,, ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	26	899	950	15,860	...	2,938	701	39,190	58,689	19 12 7	61 12 5
Total for 1913-14 ...	24	929	896	15,877	...	1,369	3,453	48,329	66,028	18 9 0	71 1 2
(d) *Unaided—*											
Burdwan Division ...	1	6	6	...	...	...	...	75	75	...	12 8 0
Presidency ,, ...	...	...	...	...	...	...	...	...	...	...	...
Calcutta	1	98	78	...	...	...	...	2,990	2,990	...	106 14 8
Dacca Division ...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ,, ...	4	48	57	...	...	...	...	355	355	...	6 3 7
Chittagong ,, ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	152	141	...	...	...	...	3,420	3,420	...	24 4 1
Total for 1913-14 ...	11	203	217	...	...	...	216	3,574	3,790	...	18 6 4
Grand Total of Industrial Schools for 1914-15.	48	1,619	1,608	65,221	38,795	3,010	5,826	57,147	1,69,999	66 8 11	105 11 6
Grand Total of Industrial Schools for 1913-14.	51	1,719	1,749	71,160	37,602	1,492	20,223	63,474	1 93,951	64 2 7	116 5 1
3. COMMERCE.											
Government—											
Calcutta	1	84	147	17,318	...	...	4,529	...	21,847	117 12 11	148 9 10
Unaided—											
Calcutta	3	231	213	..	...	...	11,268	...	11,268	...	52 14 4
Dacca	3	85	54	...	...	...	1,052	...	1,052	...	19 7 8
Chittagong	1	20	18	...	...	...	824	...	824	...	45 12 5
Grand Total of Commercial Schools for 1914-15.	8	420	378	17,318	...	...	17,673	...	34,991	45 13 0	92 9 1
Grand Total of Commercial Schools for 1913-14.	11	446	530	19,087	...	...	18,311	92	37,490	42 12 8	84 0 11

No. 16.

Statement showing the number of Girls attending different classes of schools for Indian pupils for the last five years.

Class of Schools.	1910-11.			1911-12.			1912-13.			1913-14.			1914-15.		
	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
High English	609	5	590	1,062	46	642	1,263	43	842	1,284	52	720	1,298	47	769
Middle English	420	9	325	772	52	443	828	49	369	842	107	552	1,247	36	436
Do. Vernacular ...	1,514	34	773	2,374	35	448	2,697	114	367	3,168	116	441	1,989	131	459
Primary	129,038	9,821	6,695	114,977	192,831	4,459	122,594	76,064	4,897	123,736	80,885	5,062	126,007	93,112	5,799
Training	11	2	156	32	11	68	30	4	84	35	7	78	32	6	125
Other special	576	17,193	637	424	9,978	303	471	11,605	278	383	12,744	377	530	15,045	327
Total ...	132,168	27,064	9,776	119,641	202,973	6,363	127,865	87,899	6,857	129,448	93,911	7,230	131,103	108,377	7,915
Private schools	2,906	497	343	1,703	6,809	490	1,745	6,898	397	1,344	7,980	532	1,833	9,126	127
Grand total ...	135,074	28,011	10,119	121,344	209,782	6,853	129,610	94,797	7,254	130,792	101,891	7,762	132,936	117,503	8,042

No. 17.

Qualification statement of Teachers in European Schools, Government, Aided and Unaided, during the year 1913-14.

A.—Boys' Schools.

Class of Schools.	Number of schools.	Number of teachers employed.	Teachers passing examinations or belonging to religious orders.																		Members of religious orders.	
			M.A.	B.A.	M.Sc.	B.Sc.	B.T.	L.T.	F.A. or I.A.	I. Sc.	Entrance.	Matriculation.	High School.	Middle School.	Senior Local.	Junior Local.	Higher Local.	Other examinations.	No examination.	Sonawar Training class examination.	Law, Hill, Simla, Naini-Tal, Lucknow, Madras, Bombay or other Training class examination.	Roman Catholic.	Protestant.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
High Schools.																							
Government ...	1	11	2	1	...	...	...	...	1	...	...	...	...	...	...	...	...	2	5	...	.....	...	...
Aided	6	93	5	11	...	5	...	2	2	...	4	1	5	1	6	2	1	13	8	...	1	26	...
Unaided	2	32	...	3	...	...	...	...	...	...	...	1	2	...	...	...	...	...	3	...	.....	23	...
Total ...	11	136	7	15	...	5	...	2	3	...	4	2	7	1	6	2	1	15	16	...	1	49	...
Middle Schools.																							
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Aided	8	80	3	3	...	...	...	...	3	...	1	3	4	10	3	2	...	17	13	...	8	10	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Total ...	8	80	3	3	...	...	...	...	3	...	1	3	4	10	3	2	...	17	13	...	8	10	...
Upper Primary.																							
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Aided	5	28	...	...	...	...	...	...	1	...	...	...	2	4	...	1	...	2	10	...	5	3	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Total ...	5	28	...	...	...	...	...	...	1	...	...	...	2	4	..	1	...	2	10	...	5	3	...
Lower Primary.																							
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Aided	3	4	...	...	...	...	...	...	...	...	1	...	...	1	...	...	...	1	...	...	.....	1	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Total ...	3	4	...	...	...	...	...	...	...	...	1	...	...	1	...	...	...	1	...	...	.....	1	...
Grand Total ...	27	248	10	18	...	5	...	2	7	...	6	5	13	16	9	5	1	35	39	...	14	63	...

No. 17—*concld.*

Qualification statement of Teachers in European Schools, Government, Aided and Unaided, during the year 1914-15.

B.—GIRLS' SCHOOLS.

CLASS OF SCHOOLS.	Number of schools.	Number of teachers employed.	TEACHERS PASSING EXAMINATIONS OR BELONGING TO RELIGIOUS ORDERS.																			MEMBERS OF RELIGIOUS ORDERS.	
			M.A.	B.A.	M.Sc.	B.Sc.	B.T.	L.T.	F.A. or I.A.	I.Sc.	Entrance.	Matriculation.	High School.	Middle School.	Senior Local.	Junior Local.	Higher Local.	Other examinations.	No examination.	Sonawar Training class examination.	Dow Hill, Simla, Naini Tal, Lucknow, Madras, Bombay or other Training class examination.	Roman Catholic.	Protestant.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
High Schools.																							
Government ...	1	11	1	...	...	...	...	...	2	...	1	...	1	...	...	...	...	2	1	...	3	...	...
Aided	11	137	...	12	...	3	...	1	4	...	1	...	11	2	4	...	5	13	13	...	27	39	2
Unaided	1	9	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	.....	7	...
Total ...	13	157	1	12	...	3	...	1	6	...	2	...	14	2	4	...	5	15	14	...	30	46	2
Middle Schools.																							
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Aided	14	115	...	2	...	...	...	...	5	...	2	...	9	10	2	3	...	6	28	...	11	37	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Total ...	14	115	...	2	...	...	...	...	5	...	2	...	9	10	2	3	...	6	28	...	11	37	...
Upper Primary.																							
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Aided	4	10	...	...	...	...	...	...	...	...	...	...	2	2	1	...	...	...	3	...	.....	2	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Total ...	4	10	...	...	...	...	...	...	...	...	...	...	2	2	1	...	...	...	3	...	.....	2	...
Lower Primary.																							
Government ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Aided	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	.....	...	...
Unaided	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...
Total ...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	.....	...	...
GRAND TOTAL ...	32	283	1	14	...	3	...	1	11	...	4	...	25	14	7	3	5	21	46	...	41	85	2

No. 18.

European schools classified according to control.

MANAGEMENT.	31ST MARCH 1914.			31ST MARCH 1915.		
	Number of schools of all kinds.	Number of scholars.	Percentage of the total number of scholars.	Number of schools of all kinds.	Number of scholars.	Percentage of the total number of scholars.
1	2	3	4	5	6	7
Government	4	307	3·25	4	312	3·09
Church of England	13	1,496	15·82	13	1,503	14·92
Do. of Scotland	2	423	4·47	2	449	4·46
Roman Catholic	37	4,814	50·92	36	5,070	50·33
Nonconformist	4	511	5·41	4	506	5·02
Undenominational	15	1,748	18·49	16	2,076	20·61
Jewish	1	155	1·64	1	158	1·57
Total ...	76	9,454	100·00	76	10,074	100·00

No. 19A.

	CAMBRIDGE UNIVERSITY SENIOR LOCAL EXAMINATION. 1913										CAMBRIDGE UNIVERSITY SENIOR LOCAL EXAMINATION, 1914.									
	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Third Class Honours.	Satisfied the Examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Third Class Honours.	Satisfied the Examiners.	Total.	Percentage of passes.	Number of scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Candidates under 19 years of age. Boys	5	55	...	1	5	6	29	41	74·54	3	5	58	..	4	3	5	32	44	75·86	3
Candidates under 19 years of age. Girls	6	22	...	...	1	3	15	19	86·36	3	7	42	...	...	4	3	25	32	76·19	3
Total ...	11	77	...	1	6	9	44	60	77·92	6	12	100	...	4	7	8	57	76	76·00	6
Candidates over 19 years of age. Boys	3	10	...	...	...	...	8	8	80·00	...	3	8	...	...	...	...	5	5	62 5	...
Candidates over 19 years of age. Girls	2	3	...	...	...	...	1	1	33·33	...	2	2	...	...	...	...	2	2	100·00	...
Total ...	5	13	...	...	...	...	9	9	69·23	...	5	10	...	...	...	...	7	7	70·00	...
Both classes ...	16	90	...	1	6	9	53	69	76·6	6	17	110	...	4	7	8	64	83	75·45	6

No. 19B.

	CAMBRIDGE UNIVERSITY JUNIOR LOCAL EXAMINATION. 1913.										CAMBRIDGE UNIVERSITY JUNIOR LOCAL EXAMINATION. 1914.									
	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Third Class Honours.	Satisfied the Examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Third Class Honours.	Satisfied the Examiners.	Total.	Percentage of passes.	Number of scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Candidates under 17 years of age. Boys	10	68	...	1	1	6	37	45	66·18	2	9	67	...	3	3	7	36	49	73·13	2
Candidates under 17 years of age. Girls	12	27	...	1	2	2	21	26	96·29	2	13	50	...	...	...	5	32	37	74·00	2
Total ...	22	95	...	2	3	8	58	71	74·73	4	22	117	...	3	3	12	68	86	73·50	4
Candidates over 17 years of age. Boys	9	45	...	...	...	...	41	41	91·1	...	10	55	...	...	...	...	36	36	65·45	...
Candidates over 17 years of age. Girls	12	36	...	...	...	...	25	25	69·4	...	11	36	...	...	...	...	29	29	80·55	...
Total ...	21	81	...	...	...	...	66	66	81·48	...	21	91	...	...	...	...	65	65	71·42	...
Both classes ...	43	176	...	2	3	8	124	137	77·84	4	43	203	...	3	3	12	133	151	72·59	4

No. 20.

	SUPPLEMENTARY CLASS FINAL EXAMINATION. 1913.									SUPPLEMENTARY CLASS FINAL EXAMINATION. 1914.								
	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Satisfied the Examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Satisfied the Examiners.	Total.	Percentage of passes.	Number of scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 17 years of age. Boys	2	2	...	...	1	1	2	100·00	1	4	6	2	...	2	2	4	66·66	2
Candidates under 17 years of age. Girls	1	2	...	...	1	1	2	100·00	1	3	3	...	...	1	2	3	100·00	1
Total ...	3	4	...	...	2	2	4	100·00	2	7	9	2	...	3	4	7	77·77	3
Candidates over 17 years of age. Boys	1	1	...	...	...	...	...	...	...	1	1	...	...	...	1	1	100·00	...
Candidates over 17 years of age. Girls	4	4	...	...	...	1	1	25·00	...	5	10	2	...	...	4	4	40·00	...
Total ...	5	5	...	...	...	1	1	25·00	...	6	11	2	...	...	5	5	45·45	...
Both classes ...	8	9	...	...	2	3	5	55·55	2	13	20	4	...	3	9	12	60·00	3

No. 21.

	ELEMENTARY SCHOOL CERTIFICATE EXAMINATION. 1913.									ELEMENTARY SCHOOL CERTIFICATE EXAMINATION. 1914.								
	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Satisfied the Examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Satisfied the Examiners.	Total.	Percentage of passes.	Number of scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 15 years of age. Boys	6	18	...	...	...	10	10	55·55	5	6	12	...	...	1	11	12	100·00	5
Candidates under 15 years of age. Girls	9	25	...	...	...	17	17	68·00	7	12	20	1	...	...	15	16	80·00	4
Total ...	15	43	...	...	...	27	27	62·79	12	18	32	1	...	1	27	28	87·50	9
Candidatse over 15 years of age. Boys	6	56	...	...	...	32	32	57·14	...	6	42	3	...	...	34	34	80·95	...
Candidatse over 15 years of age. Girls	9	33	...	...	2	22	24	72·72	...	12	42	3	...	...	25	25	59·52	...
Total ...	15	89	...	...	2	54	56	62·92	...	18	84	6	...	...	59	59	70·23	...
Both classes ...	30	132	...	...	2	81	83	62·88	12	36	116	7	...	1	86	87	75·00	9

No. 22.

Statement showing progress of the several schemes for Zanana education.

DIVISIONS.	ZANANA EDUCATION BY CENTRAL GATHERINGS. PUBLIC MANAGEMENT. Teachers.	Pupils.	Expenditure. Public funds.	Private funds.	PRIVATE MANAGEMENT. Teachers.	Pupils.	Expenditure. Public funds.	Private funds.	HOUSE TO HOUSE VISITATION. PUBLIC MANAGEMENT. Teachers.	Pupils.	Expenditure. Public funds.	Private funds.	PRIVATE MANAGEMENT. Teachers.	Pupils.	Expenditure. Public funds.	Private funds.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1913-14.			Rs.	Rs.			Rs.	Rs.			Rs.	Rs.			Rs.	Rs.
Burdwan Division ...	...	...	...	...	1	51	360	...	7	145	1,573	...	5	35	840	2,400
Presidency ,, ...	...	...	...	...	1	28	360	...	14	310	3,667	...	...	...	...	...
Calcutta	...	...	...	...	...	...	...		7	149	1,530	...	...	...	...	...
Dacca Division...	6	303	5,627	...	17	401	5,314	5,065	...	...	...	...	...	...	...	...
Chittagong ,, ...	3	220	2,891	...	1	16	...	...	...	...	...	...	2	30	...	564
Rajshahi ,, ...	3	115	2,870	...	...	...	...	...	...	...	...	...	...	...	...	...
Total 1913-14 ...	12	638	11,388	...	20	496	6,034	5,065	28	604	6,770	...	7	65	840	2,964
1914-15.																
Burdwan Division ...	...	...	...	...	1	50	360	...	7	123	2,481	...	3	26	840	2,400
Presidency ,, ...	3	65	1,080	...	1	28	360	...	15	392	5,017	...	...	...	...	...
Calcutta	...	...	...	...	...	...	...	...	7	178	2,429	...	...	...	...	...
Dacca Division...	7	314	6,516	...	22	321	4,200	5,035	...	...	...	...	...	...	...	...
Chittagong ,, ...	3	168	2,972	...	...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ,, ...	3	116	2,936	...	...	...	...	...	...	...	...	...	...	...	...	...
Total 1914-15 ...	16	663	13,504	...	24	402	4,920	5,035	29	693	9,927	...	3	26	840	2,400

No. 23.

Progress of Muhammadans as compared with Hindus.

CLASS OF INSTITUTIONS.	Number of Institutions for Indians.		Number of pupils on the rolls on the 31st March—		NUMBER OF HINDU PUPILS ON THE ROLLS ON—				NUMBER OF MUHAMMADAN PUPILS ON THE ROLLS ON—				Percentage of Hindus to the total pupils on the 31st March—		Percentage of Muhammadans to the total pupils on the 31st March—	
					31st March 1914.		31st March 1915.		31st March 1914.		31st March 1915.					
	1913-14.	1914-15.	1914.	1915.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1913-14.	1914-15.	1913-14.	1914-15.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
UNIVERSITY EDUCATION—																
COLLEGES—																
General.																
Arts Colleges ...	34	34	14,746	15,921	13,326	69	14 298	70	1,154	1	1,336	.....	90·16	90·2	7·8	8·3
Colleges—Professional—																
Law	10	10	2,043	2,401	1,905	.....	2,220	.....	131	.....	164	.....	90·3	90·4	6·1	6·8
Medicine ...	1	1	811	827	674	1	715	1	11	.....	20	.....	83·2	86·5	1 3	2·4
Engineering ...	1	1	320	313	275	.....	262	.....	7	.....	6	.....	85·0	85·7	2·1	1·9
Teaching ...	5	5	97	95	76	.....	74	1	11	.....	10	.....	78·3	78·9	11·3	10·5
Total Professional Colleges	17	17	3,271	3,636	2,930	1	3,271	2	160	.....	200	.....	89·6	90·0	4·8	5·5
Total Colleges ..	51	51	18,017	19,557	16,256	70	17,569	72	1,314	1	1,536	.....	90·6	92·0	7·29	7·8
SCHOOL FOR GENERAL EDUCATION—																
Secondary schools for boys—																
High Schools ...	559	588	179,986	189,265	1,41,075	2	148,865	1	37,164	.....	38,505	.....	78·4	78·6	20·6	20·3
Middle English Schools.	1,358	1,449	150,226	153,936	94,778	137	98,353	114	53,731	40	53,666	10	63·1	63·9	35·7	34·8
Middle Vernacular Schools.	451	414	29,010	24,912	17,661	91	14,984	81	10,658	10	9,287	18	61·1	60·4	36·7	37·3
Total Secondary Schools for boys.	2,368	2,451	359,222	368,113	253,514	230	262,202	196	101,553	50	101,458	28	70·6	71·2	28·2	27·5

Secondary Schools for Girls—															
High Schools ...	14	15	2,181	2,248	104	1,282	94	1,297	1	52	3	47	63·5	61·8	2·3	2·2
Middle English Schools.	12	16	1,361	2,146	18	705	39	1,633	.....	67	.....	26	53·1	77·9	4·9	1·2
Middle Vernacular Schools	34	29	3,711	2,562	85	3,077	68	1,908	.....	106	.....	113	85·2	77·1	2·8	4·4
Total Secondary Schools for girls.	60	60	7,253	6,956	207	5,064	201	4,838	1	225	3	186	72·6	72 4	3·1	2·7
Total Secondary Schools both for boys and girls.	2,428	2,511	366,475	375,069	253,721	15,294	262,403	5,034	101,554	275	101,461	214	70 6	71·3	27·7	27·1
Primary Schools—																
For Boys ...	27,461	28,327	1,027,684	1,046,694	515,659	31,676	508,108	31,870	446,200	15,511	469,203	18,076	53 2	51·5	44·9	46·5
,, Girls ...	7,031	7,622	163,934	176,801	1,352	92,060	1,447	94,137	9 3	65,374	1,387	75,056	56·9	54·0	40·4	43·2
Total Primary Schools	34,492	35,949	1,191,618	1,223,495	517,011	123,736	509,555	126,007	447,103	80,885	470,590	93,132	53·7	43·7	44·3	46·0
School for Special Instruction.																
Training Schools—																
For Masters ...	127	126	2,343	2,395	1,267	.....	1,241	.....	976	.....	1,052	.....	54·0	51·3	41·6	43·5
,, Mistresses ...	7	8	120	163	.....	35	.....	32	.....	7	.....	6	25·0	19·6	5·8	3 6
Total Training Schools	134	134	2,463	2,558	1,267	35	1,241	32	976	7	1,052	6	52·8	49·7	39·9	41 2
Schools of Arts ...	4	4	366	370	349	.....	344	.....	10	.....	16	.....	95·3	92·9	2 7	4·3
Medical Schools ...	10	10	2,027	1,888	1,763	2	1,328	3	220	1	139	.....	87·0	70·4	10·9	7·3
Engineering and Surveying Schools.	2	1	245	161	222	.....	152	.....	21	.....	7	.....	90·6	94·4	8·5	4·3
Technical and Industrial Schools.	51	48	1,719	1,619	635	154	579	133	381	20	398	30	45·8	43·9	23·3	26·4
Commercial Schools ...	11	8	446	420	375	.....	340	.....	38	.....	39	.....	84·0	80·9	8·5	9·2
Madrasahs ...	172	214	13,863	16,350	318	.....	451	.....	13,493	52	15,850	45	2·2	2·7	97·7	97·2
Miscellaneous Schools ...	3,137	3,292	81,054	85,406	13,940	227	13,121	392	54,074	12,671	56,783	14,970	17·4	15·8	82·3	84·0
Total of Schools for Special Instruction.	3,521	3,711	102,183	108,772	18,869	418	17,556	560	69,213	12,751	74,284	15,051	18·8	16·6	80·2	82·1
Total of Colleges and Schools of Public Instruction.	40,492	42,222	1,678,293	1,726,893	805,857	129,518	807,083	131,673	619,184	93,912	647,871	108,397	55·7	54·3	42·2	43·7
Private Institutions ...	2,267	2,374	59,861	62,922	13,918	1,344	12,643	1,833	34,966	7,980	38,205	9,126	25·4	23·0	69·9	75·2
GRAND TOTAL ...	42,759	44,596	1,738,154	1,789,815	819,775	130,862	819,726	133,506	654,150	101,892	686,076	117,523	54·6	53·2	43·0	44·8

No. 24.

Statement showing the progress of Muhammadan pupils (as compared with Hindus and others) in the different stages of instruction in the Secondary and Primary Schools for Indians at the end of the official year 1914-15.

Class of School.	High Stage.				Middle Stage.				Primary Stage.				Grand Total of pupils.	Percentage of Hindu pupils to the total pupils in the high stage.	Percentage of Muhammadan pupils to the total pupils in the high stage.	Percentage of Hindu pupils to the total pupils in the middle stage.	Percentage of Muhammadan pupils to the total pupils in the middle stage.	Percentage of Hindu pupils to the total pupils in the primary stage.	Percentage of Muhammadan pupils to the total pupils in the primary stage.
	Hindus.	Muhammadans.	Others.	Total.	Hindus.	Muhammadans.	Others.	Total.	Hindus.	Muhammadans.	Others.	Total.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Secondary Schools for boys ...	65,071	13,424	632	79,127	67,198	23,300	802	91,300	130,129	64,762	2,795	197,686	368,113	82·2	16·9	73·6	25·5	65·8	32·7
Ditto for girls ...	361	2	57	420	395	15	201	611	4,283	172	1,470	5,925	6,956	85·9	·4	64·6	2·4	72·3	2·9
Total Secondary Schools for boys and girls.	65,432	13,426	689	79,547	67,593	23,315	1,003	91,911	134,412	64,934	4,265	203,611	375,069	82·2	16·8	73·5	25·3	66·0	31·8
Primary Schools for boys	.....	.....	...	.....	17	2	...	19	539,961	487,257	19,457	1,046,675	1,046,694	.....	.....	89·5	10·5	51·5	46·5
Ditto for girls	.....	.....	...	.....	52	19	4	75	95,532	76,424	4,770	176,726	176,801	.....	.....	69·3	25·3	54·0	43·2
Total Primary Schools for boys and girls.	.....	.....	...	.....	69	21	4	94	635,493	563,681	24,227	1,223,401	1,223,495	.....	.....	73·4	22·3	51·9	46·0
Grand Total of Secondary and Primary Schools for boys and girls.	65,432	13,426	689	79,547	67,662	23,336	1,007	92,005	769,905	628,615	28,492	1,427,012	1,598,564	82·2	16·8	73·5	25·3	53·9	44·0

No. 25.

Statement showing the success attained by Muhammadan candidates (as compared with Hindus) at the different University and Departmental Examinations in 1913-14 and 1914-15.

Examinations.	Total number of examinees.		Number of passes.						Percentage of Hindus and Muhammadan passes to the total number of passed candidates.			
			Total.		Hindus.		Muhammadans.		Hindus.		Muhammadans.	
	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.
1	2	3	4	5	6	7	8	9	10	11	12	13
M. A. Examination	406	523	219	317	203	306	4	8	91·9	96·5	1·32	2·4
M. Sc. ,, ...	81	94	47	35	46	54	1	1	97·8	98·1	2·1	1·8
B. L. ,, ...	524	475	316	267	306	249	10	18	96·8	93·2	3·1	6·7
B. A. ,, ...	2,171	2,478	1,134	1,148	1,047	1,063	60	68	92·3	92·6	5·2	5·9
B. Sc. ,, ...	404	467	218	226	206	224	10	2	94·4	99·1	4·5	·9
B. T. ,, ...	56	60	56	43	47	42	3	3	83·9	87·5	5·3	6·2
B E. ,, ...	16	25	10	10	9	10	1	...	90·00	100·	10·00	...
L. E. ,, ...	21	28	10	5	10	5	...	...	100·00	100·	...	...
I. A. ,, ...	4,223	4,683	1,929	2,458	1,742	2,216	155	194	90·3	90·4	8·03	7·9
I. Sc. ,, ...	836	873	503	487	476	475	22	8	95·6	97·5	4·3	1·6
L. T. ,, ...	29	27	24	19	15	10	3	5	62·5	52·6	12·5	26·3
First M. B. ,, ...	159	251	81	95	80	86	1	1	98·7	90·5	1·2	1·05
Second M. B. Examination ...	82	112	51	61	48	58	1	...	94·1	95·08	1·9	...
Honours in Medicine Examination.	1	...	1	...	1	...	...	...	100·00	...	...	...
Doctors in Medicine Examination.	2	...	2	...	2	...	...	...	100·00	...	...	...
Matriculation Examination. Boys ...	8,041	8,935	4,876	5,511	4,242	4,754	566	700	86·9	86·2	11·6	12·7
Matriculation Examination. Girls ...	75	60	61	46	18	23	...	...	20·5	56·3	...	...
Middle School Examination. Boys ...	26,220	29,429	19,626	22,166	14,798	16,647	4,700	5,356	75·3	75·1	23·9	24·1
Middle School Examination. Girls ...	175	227	159	204	81	126	5	8	50·9	61·7	3·1	3·9
Upper Primary Examination. Boys ...	51,732	53,579	38,702	41,081	26,529	28,277	11,813	12,460	68·5	68·8	30·5	30·3
Upper Primary Examination. Girls ...	630	475	529	467	312	305	41	26	58·9	65·3	7·7	5·5
Lower Primary Examination. Boys ...	99,994	98,975	74,143	74,116	47,708	47,892	25,758	25,245	64·3	64·6	34·7	34·0
Lower Primary Examination. Girls ...	4,000	4,416	3,080	3,396	2,316	2,464	436	637	75·1	72·5	15·7	18·7
Class Examination ...	31	25	17	10	17	9	...	1	100·00	90·00	...	10·00
Overseer ,, ...	90	...	50	...	46	...	...	...	92·00	...	...	...
Sub-Overseer ,, ...	155	...	94	...	85	...	5	...	90·4	...	5·3	...
Medica School ,, ...	131	...	78	...	72	...	4	...	92·3	...	5·1	...

No. 26.

Statement showing the progress of Maktab Education in Bengal.

Particulars.	Recognised.						Unrecognised.		
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8	9	10
Boys' Maktabs.									
1913-14.									
Institutions	10	2	...	3,096	550	3,658	12	885	897
Pupils ... ... Boys	473	194	...	98,126	14,584	113,377	247	11,475	11,722
Pupils ... ... Girls	14	...	...	6,078	850	6,942	37	3,744	3,781
Provincial Revenues ... ... Rs.	4,472	...	...	23,713	...	28,185	15	...	15
District Funds ... ... ,,	...	281	...	98,983	...	99,264	60	...	60
Municipal Funds ... ... ,,	...	...	...	11,553	...	11,653	147	...	147
Fees ... ... ,,	272	215	...	1,53,800	17,983	1,72,270	156	480	636
Other sources ... ... ,,	32	25	...	31,332	4,898	36,287	401	...	401
Total expenditure ,,	4,776	521	...	3,19,481	22,881	3,47,659	779	480	1,259
1914-15.									
Institutions	10	3	...	3,707	634	4,354	26	686	712
Pupils ... ... Boys	422	185	...	115,315	16,459	132,388	469	11,555	12,024
Pupils ... ... Girls	10	...	...	7,124	1,241	8,375	74	1,324	1,398
Provincial Revenues ... ... Rs.	4,994	...	...	19,892	...	24,886	128	...	128
District Funds... ... ... ,,	...	457	...	1,31,513	...	1,31,970	159	...	159
Municipal Funds ... ... ,,	...	...	...	13,065	...	13,065	144	...	144
Fees ... ... ,,	256	249	...	1,76,821	20,341	1,97,667	480	95	575
Other sources ... ... ,,	...	25	...	37,577	6,618	44,220	635	149	784
Total expenditure ,,	5,250	731	...	3,78,868	26,959	4,11,808	1,546	241	1,790

No. 26—*concld.*

Statement showing the progress of Maktab Education in Bengal—concld.

PARTICULARS.	RECOGNISED.						UNRECOGNISED.		
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8	9	10
Girls' Maktabs.									
1913-14.									
Institutions	...	...	...	767	178	945	1	3	4
Pupils ... ... Boys'	...	...	...	415	3	418	5	...	5
Pupils ... ... Girls	...	...	...	15,788	3,336	19,124	17	49	66
Provincial Revenues ... ... Rs.	...	...	...	5,009	...	5,009	...	...	...
District Funds ... ... ,,	...	...	...	18,826	...	18,826	36	...	36
Municipal Funds ... ... ,,	...	...	...	2,558	...	2,558	...	...	...
Fees ... ... ,,	...	...	...	4,048	853	4,901	...	...	...
Other sources ... ... ,,	...	...	...	4,464	1,431	5,895	...	...	...
Total expenditure ,,	...	...	...	34,905	2,284	37,189	36	...	36
1914-15.									
Institutions	...	...	...	1,027	237	1,264	4	194	198
Pupils ... ... Boys	...	...	...	7,466	890	8,356	77	168	245
Pupils ... ... Girls	...	...	...	16,290	3,839	20,129	100	2,083	2,183
Provincial Revenues ... ... Rs.	...	...	...	7,155	...	7,155	20	...	20
District Funds ... ... ,,	...	...	...	29,629	...	29,629	...	...	...
Municipal Funds ... ... ,,	...	...	...	3,477	...	3,477	...	...	...
Fees ... ... ,,	...	...	...	13,421	1,129	14,550	36	...	36
Other sources ... ... ,,	...	...	...	9,976	2,349	12,325	...	...	...
Total expenditure ,,	...	...	...	63,658	3,478	67,136	56	...	56

No. 27.

Statement showing statistics of Madrasahs for 1914-15.

	Government.	Aided.	Unaided.	Total.
Number of institutions ...	5	135	74	214
Pupils	2,065	9,590	4,695	16,350
Expenditure from ... Rs. Provincial Revenues.	54,112	22,908	.....	77,020
Expenditure from ... ,, District Funds.	.....	14,530	.....	14,530
Expenditure from ... ,, Municipal Funds.	.....	890	.....	890
Fees ... ... ,,	36,230	43,788	18,951	98,969
Endowment and other ,, sources.	21,931	9,277	4,430	35,638
Subscription ... ,,	.....	29,457	15,510	44,967
Total expenditure ... ,,	1,12,273	1,20,850	38,891	2,72,014

EDUCATION—SUBSIDIARY TABLE VIII.

Summary of the Divisional Subsidiary Tables VIII.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGES.	Number of Schools for boys and girls on the 31st March 1915.	Number of pupils on the rolls on the 31st March 1915.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		Boys.	Girls.	Provincial Revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
HIGH—												
Government	46	16,359	809	3,12,480	.....	734	3,53,791	3,083	6,69,488	38·9	4,008	
Aided	238	64,713	1,267	2,90,631	3,375	9,133	11,66,293	1,60,672	16,30,104	24·7	13,302	
Unaided	319	114,552	92	.....	.....	.....	18,74,773	3,04,532	21,79,305	19·0	21,235	
Total ...	603	195,624	2,168	6,03,111	3,375	9,867	33,94,257	4,68,287	44,78,897	22·6	38,545	
MIDDLE ENGLISH—												
Government	48	5,470	336	20,062	12,701	1,243	37,500	2,727	74,233	12·7	1,912	
Aided	833	75,315	1,779	1,11,506	1,36,808	9,427	6,88,998	2,02,577	11,49,316	14·9	26,960	
Unaided	584	63,074	104	.....	.....	.....	4,04,925	1,77,439	5,82,364	9·1	24,624	
Total ...	1,465	143,859	2,219	1,31,568	1,49,509	10,670	11,31,423	3,82,743	18,05,913	12·3	53,496	
MIDDLE VERNACULAR—												
Government	50	3,161	200	5,553	17,283	1,414	12,738	1,270	38,258	11·3	1,660	
Aided	349	19,021	2,264	56,810	22,177	2,791	78,305	49,664	2,09,747	9·8	6,984	
Unaided	44	2,640	115	.....	.....	.....	12,830	10,235	23,095	8·3	771	
Total ...	443	24,822	2,579	62,363	39,460	4,205	1,03,903	61,169	2,71,100	9·8	9,415	
UPPER PRIMARY—												
Government	285	11,517	2,271	64,549	31,168	3,225	18,244	4,828	1,19,014	8·6	3,188	
Aided	3,073	144,483	15,357	75,784	2,65,048	19,424	3,30,565	1,01,403	7,92,224	4·9	50,665	
Unaided	90	4,422	365	.....	.....	.....	10,718	4,672	15,390	3·2	1,646	
Total ...	3,448	160,422	17,993	1,40,333	2,96,216	22,649	3,59,527	1,07,903	9,26,628	5·1	55,499	
LOWER PRIMARY—												
Government	2,648	120,641	6,819	14,513	2,82,637	836	1,92,149	16,121	5,06,256	3·9	35,689	
Aided	25,310	626,803	172,187	1,42,092	8,36,573	54,117	10,40,220	2,12,518	22,85,520	2·8	363,156	
Unaided	4,543	90,959	28,522	.....	.....	.....	1,24,713	40,289	1,65,002	1·3	59,358	
Total ...	32,501	838,406	207,528	1,56,605	11,19,210	54,953	13,57,082	2,68,928	29,56,778	2·8	508,203	
SPECIAL—												
Training	134	2,195	163	3,18,273	.....	.....	13,710	23,048	3,55,031	150·5	1,048	
Industrial	47	1,107	441	41,847	38,795	3,010	5,826	57,147	1,46,625	94·7	414	
Other	3,526	88,383	15,442	2,40,665	1,02,138	26,302	2,96,274	2,58,082	9,23,461	8·8	87,835	
Total ...	3,707	91,685	16,046	6,00,785	1,40,933	29,312	3,15,810	4,38,277	14,25,117	13·1	89,297	
Total for Public Institutions.	42,167	1,454,818	248,533	16,94,765	17,43,703	1,31,656	66,62,002	16,27,307	1,18,64,433	6·9	754,455	
Private Institutions ...	2,374	51,923	10,999	.....	.....	.....	.....	.....	.....	.....	47,331	
Inspection	.....	.....	.....	7,83,650	45,560	1,399	.....	351	8,30,960	.....	.....	
Miscellaneous charges (including cost of buildings, scholarships, etc.)	.....	.....	.....	7,47,005	6,37,356	14,693	7,10,801	7,35,332	28,85,387	.....	.....	
GRAND TOTAL FOR 1914-15.	44,541	1,506,741	259,532	32,25,420	24,31,819	1,47,748	73,72,803	24,12,990	1,55,90,780	8·8	801,786	
GRAND TOTAL FOR 1913-14.	42,705	1,479,514	240,398	26,69,759	20,88,630	1,46,183	67,94,435	23,01 416	1,40,00,423	8·1	768,284	

EDUCATION—SUBSIDIARY TABLE VIII—*contd.*

BURDWAN DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1914-15.

Male population	...	4,261,928
Female ,,	...	4,205,389
Total	...	8,467,317

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 639,286.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGES.	Number of schools for boys and girls on the 31st March 1915.	Number of pupils on the rolls on the 31st March 1915.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		Boys.	Girls.	Provincial Revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
HIGH—												
Government	8	2,623	.....	37,049	.....	447	59,079	1,228	97,803	36·4	297	...
Aided	72	15,650	.....	73,116	1,169	2,890	2,51,915	42,988	3,72,078	23·7	815	...
Unaided	56	14,788	.....	.....	.....	.....	1,95,817	74,699	2,70,516	18·2	743	...
Total	136	33,121	.....	1,10,165	1,169	3,337	5,06 811	1,18,915	7,40,397	22 3	1,855	...
MIDDLE ENGLISH—												
Government	23	2,212	8	.....	7,038	806	15,045	1,051	23,960	10·7	184	...
Aided	233	18,364	170	19,842	40,865	2,682	1,34,153	54,502	2,52,044	13·5	1,250	...
Unaided	68	5,538	76	.....	.....	.....	26,853	27,676	54,529	9·7	746	...
Total	324	26,114	254	19,842	47,923	3,488	1,76,051	83,229	3,30,533	12·5	2,180	...
MIDDLE VERNACULAR—												
Government	7	334	.....	.....	1,902	.....	1,300	.....	3,202	9·6	34	...
Aided	71	3,708	309	8,342	8,029	258	16,236	20,773	53,638	13·3	234	...
Unaided	19	1,160	1	.....	.....	.....	5,613	4,723	10,336	8·9	73	...
Total	97	5,202	310	8,342	9,931	258	23,149	25,496	67,176	12·2	345	...
UPPER PRIMARY—												
Government	127	5,347	674	16,926	17,784	3,160	8,920	1,093	47,883	7·9	368	...
Aided	991	43,151	4,077	11,810	85,116	5,779	94,492	20,948	2,18,145	4·5	3,610	...
Unaided	29	1,155	90	.....	.....	.....	3,520	1,546	5,066	4·06	30	...
Total	1,147	49,653	5,441	28,736	1,02,900	8,939	1,06,932	23,587	2,71,094	4·9	4,108	...
OWER PRIMARY—												
Government	45	1,323	392	2,356	2,554	...	2,143	372	7,425	4·3	104	...
Aided	6,167	152,908	26,528	27,928	1,84,991	10,946	2,85,790	61,991	5,71,648	3·1	15,061	...
Unaided	1,101	24,533	3,415	.....	.....	.....	44,005	14,094	58,099	2·07	2,894	...
Total	7,313	178,164	30,335	30,284	1,87,545	10,946	3,31,938	76,457	6,37,170	3·05	18,059	...
SPECIAL—												
Training	35	545	7	60,931	.....	.....	2,205	2,293	65,429	118·	84	...
Industrial	7	110	7	2,809	6,524	24	1,337	2,866	13,560	115·8	5	...
Other	1,085	20,091	4,200	29,532	26,248	4,832	40,317	59,143	1,60,072	6·5	20,207	...
Total	1,127	20,746	4,214	93,272	32,772	4,856	43,859	64,302	2,39,061	9·5	20,296	...
otal for Public Institutions	10,144	313,000	40,554	2,90,641	3,82,240	31,824	11,88,740	3,91 986	22,85,431	6·4	46,843	...
rivate Institutions ...	166	3,928	249	.....	.....	.....	.....	.....	.....	.....	974	...
nspection	.....	.....	.....	2,07,992	13,754	863	.....	.....	2,22,009	.....	.....	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	.....	.....	.....	63,169	49,665	2,538	1,51,343	95,589	3,62,304	.....	.....	...
GRAND TOTAL FOR 1914-15	10,310	316,928	40,803	5,61,802	4,45,059	35,225	13,40,083	4,87,575	28,69,744	8·2	47,817	49·6
GRAND TOTAL FOR 1913-14	10,591	324,839	42,682	4,27,186	5,09,138	34,775	12,81,533	4,78,341	27,30,973	7·7	47,544	50·8

EDUCATION—SUBSIDIARY TABLE VIII—*contd.*

PRESIDENCY DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1914-15.

Male population 4,407,243
Female ,, ... 4,142,011
Total ... 8,549,254

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 661,086 boys, 621,301 girls.

Class of schools for both boys and girls and other heads of charges.	Number of schools for boys and girls on the 31st March 1915.	Number of pupils on the rolls on the 31st March 1915.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	Remarks.
		Boys.	Girls.	Provincial Revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
				Rs.	Rs	Rs.	Rs	Rs.	Rs.	Rs.		
HIGH—												
Government	8	2,518	.....	59,365	.....	.....	41,313	500	1,01,178	42·6	547	...
Aided	79	19,377	55	60,008	951	2,696	3,22,296	39,382	4,25,333	22·8	3,097	...
Unaided	56	13,152	1	.....	.....	600	1,78,019	48,716	2,27,335	18·7	2,020	...
Total	143	35,047	56	1,19,373	951	3,296	5,41,628	88,598	7,53,846	22·9	5,664	...
MIDDLE ENGLISH—												
Government	1	99	1	.....	460	.....	429	66	955	7·8	.....	...
Aided	180	15,541	117	20,006	31,181	1,217	1,09,014	49,513	2,10,931	13·6	3,645	...
Unaided	74	6,507	14	.....	.....	.....	33,186	28,952	62,138	9·7	1,792	...
Total	255	22,147	132	20 006	31,641	1,217	1,42,629	78,531	2,74,024	12·5	5,437	...
MIDDLE VERNACULAR—												
Government	4	178	.....	.....	1,491	.....	684	.....	2,175	11·5	79	...
Aided	85	4,719	400	9,909	5,803	612	16,605	(a) 16,897	49,826	9·6	1,091	...
Unaided	9	559	.....	.....	.....	.....	2,172	2,190	4,362	8·1	95	...
Total	98	5,456	400	9,909	7,294	612	19,461	19,087	56,363	9·5	1,265	...
UPPER PRIMARY—												
Government	53	3,905	375	22,542	10,145	65	6,639	570	39,961	9·1	1,402	...
Aided	653	30,930	2,841	13,484	48,515	4,851	64,748	22,884	1,54,482	4·6	11,080	...
Unaided	22	1,174	38	.....	.....	.....	3,555	1,407	4,962	4·3	388	...
Total	768	36,009	3,254	36,026	58,660	4,916	74,942	24,861	1,99,405	5·1	12,870	...
LOWER PRIMARY—												
Government	70	2,335	891	5,425	4,323	60	3,576	463	13,847	4·4	1,312	...
Aided	4,064	124,626	25,631	27,778	1,32,973	16,109	1,82,577	45,055	4,04,492	2·8	47,211	...
Unaided	670	16,302	3,185	.....	.....	.....	24,501	6,224	30,725	1·6	7,651	...
Total	4,804	143 263	29,707	33,203	137,296	16,169	2,10,654	51,742	4,49,034	2·7	56,174	...
SPECIAL—												
Training	45	666	22	69,632	.....	.....	3,313	10,482	83,427	120·04	350	...
Industrial	10	146	128	3,658	1,651	108	72	18,767	24,256	87·3	19	...
Other	1,763	42,160	9,296	35,438	49,334	7,066	71,105	47.730	2,10,673	4·5	46,167	...
Total	1.818	42,972	9,446	1,08,728	50,985	7,174	74,490	76,979	3,18,356	5·8	46,536	...
Total for Public Institutions	7,886	284,894	42,995	3,27,245	2,86,827	33,384	10,63,804	3,39,798	20,51,058	6·5	1,27,946	...
Private Institutions	17	881	11	.....	.....	.....	.....	.....	.....	.....	280	...
Inspection	.....	.....	...	1,43,183	11,358	.....	.....	.....	1,60,541	... ..	.....	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	.....	.....	.....	1,14,683	78,627	1,886	97,813	39,178	3,32,246	.....	.....	...
GRAND TOTAL FOR 1914-15	7,903	285,775	43,006	5,91,111	3,76,872	35,269	11,61,617	4,28,976	25,93,845	8·3	128,226	43·1
GRAND TOTAL FOR 1913-14	7,688	284,218	40,176	4,76,092	3,19,571	37,882	10,60,050	4,65,540	23,59,135	7·7	126,775	42·99

(a) Includes Rs. 120 from Native States.

EDUCATION—SUBSIDIARY TABLE VIII—*contd.*

CALCUTTA.

Statement showing the state of Education and the Expenditure incurred on it during the year 1914-15.

Male population	...	607,674
Female ,,	...	288,393
Total	...	896,067

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 91,115.

Class of Schools for both boys and girls and other heads of charges.	Number of schools for boys and girls on the 31st March 1915.	Number of pupils on the rolls on the 31st March 1915.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	Remarks.
		Boys.	Girls.	Provincial Revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3(*a*)	3(*b*)	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
HIGH—												
Government	5	1,998	169	47,611	.....	.....	67,676	.....	1,15,287	57·4	652	...
Aided	13	1,898	1,173	48,785	.....	3,547	75,909	36,164	1,64,405	56·2	157	...
Unaided	43	20,271	37	.....	.....	.....	5,15,697	73,748	5,89,445	29·8	1,078	...
Total ...	61	24,167	1,379	96,396	.....	3,547	6,59,282	1,09,912	8,69,137	35·2	1,887	...
MIDDLE ENGLISH—												
Government	3	479	.....	9,739	.....	.....	1,968	.....	11,707	25·5	387	...
Aided	20	2,544	906	14,186	.....	2,568	26,810	10,907	54,471	15·9	101	...
Unaided	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...
Total ...	23	3,023	906	23,925	.....	2,568	28,778	10,907	66,178	17·1	488	...
MIDDLE VERNACULAR—												
Government	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...
Aided	8	77	990	4,524	.....	1,273	4,280	3,792	13,869	12·1	.....	...
Unaided	1	73	.....	.....	.....	.....	.....	600	600	8·3	.....	...
Total ...	9	150	990	4,524	.....	1,273	4,280	4,392	14,469	11·9	.....	...
UPPER PRIMARY—												
Government	1	9	66	1,433	.....	.....	.....	.....	1,433	18·6	.....	...
Aided	61	2,273	3,195	21,542	.....	3,401	22,718	23,421	71,082	12·5	316	...
Unaided	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...
Total ...	62	2,282	3,261	22,975	.....	3,401	22,718	23,421	72,515	12·5	316	...
LOWER PRIMARY—												
Aided	156	6,832	2,363	15,238	.....	6,478	23,572	9,415	54,703	6·0	949	...
Unaided	10	231	63	.....	.....	.....	848	.....	848	2·9	28	...
Total ...	166	7,063	2,426	15,238	.....	6,478	24,420	9,415	55,551	5·9	977	...
SPECIAL—												
Training	6	98	95	40,008	.....	.....	4,014	3,807	47,829	33·0	.....	...
Industrial	7	382	101	6,458	.....	2,878	.....	19,098	28,434	59·9	263	...
Other	239	7,960	1,665	77,200	.....	11,824	58,945	73 015	2,20,984	24·1	7,602	...
Total ...	252	8,440	1,861	1,23,666	.....	14,702	62,959	95,920	2,97,247	30·3	7,865	...
Total for Public Institutions	573	45,125	10,823	2,86,724	.....	31,969	8,02,437	2,53,967	13,75,097	25·1	11,533	...
Private Institutions ...	65	3,496	1,251	.....	.....	.....	.....	.....	.....	.....	702	...
Inspection	.....	.....	.....	15,760	.....	.....	.....	.....	15,760	.....	.....	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	.....	.....	.....	1,42,907	.....	1,822	79,989	1,80,199	4,04,917	.....	.....	...
GRAND TOTAL FOR 1914-15	638	48,621	12,074	4,45,391	.....	33,791	8,82,426	4,34,166	17,95,774	.....	12,235	53·3
GRAND TOTAL FOR 1913-14	616	48,921	12,266	3,22,459	.....	32,831	8,58,031	3,39,626	15,52,947	.....	11,904	53·6

EDUCATION—SUBSIDIARY TABLE VIII—*contd.*

DACCA DIVISION.

Statement showing the state of education and the expenditure incurred on it during the year 1914-15.

Male	population	6,137,087
Female	,,	5,900,562
	Total	12,037,649

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 920,563.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGES.	Number of schools for boys and girls on the 31st March 1915.	Number of pupils on the rolls on the 31st March 1915.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		Boys.	Girls.	Provincial Revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
HIGH—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Government	11	4,038	493	92,335	.....	.....	82,060	6	1,74,401	41·2	1,153	
Aided	38	15,403	.....	39,381	.....	.....	2,92,181	21,586	3,53,148	23·9	4,349	
Unaided	80	31,610	.....	.....	.....	.....	5,38,054	39,801	5,77,855	19·5	6,505	
Total ...	129	51,051	493	1,31,716	.....	.....	9,12,295	61,393	11,05,404	22 8	12,007	
MIDDLE ENGLISH—												
Government	1	149	.....	.....	391	.....	1,139	.....	1,530	10·1	34	
Aided	175	10,253	255	28,987	22,956	120	2,00,913	31,333	2,84,309	14·1	8,815	
Unaided	205	23,417	1	.....	.....	.....	1,86,565	44,395	2,30,960	10·8	8,910	
Total ...	381	33,819	256	28,987	23,347	120	3,88,617	75,728	5,16,799	11·9	17,837	
MIDDLE VERNACULAR—												
Government	13	817	192	2,820	3,369	1,414	3,439	392	11,434	11·0	420	
Aided	115	6,096	113	20,529	2,390	.....	23,066	1,863	47,848	7·7	2,959	
Unaided	8	342	114	.....	.....	.....	2,123	1,841	3,964	9·0	97	
Total ...	136	7,255	419	23,349	5,759	1,414	28,628	4,096	63,246	8·2	3,476	
UPPER PRIMARY—												
Government	25	809	279	10,609	649	.....	637	145	12,040	11·9	334	
Aided	560	27,790	2,178	11,087	49,827	3,198	58,591	14,839	1,37,542	4·9	12,582	
Unaided	20	1,225	203	.....	.....	.....	2,170	1,012	3,182	2·3	722	
Total ...	605	29,824	2,660	21,696	50,476	3,198	61,398	15,996	1,52,764	4·9	13,638	
LOWER PRIMARY—												
Government	1,027	50,720	1,111	713	1,09,142	.....	81,585	8,093	1,99,533	4·1	36,490	
Aided	6,614	142,358	55,987	18,828	1,99,876	9,895	2,23,669	49,675	5,01,943	2·8	121,157	
Unaided	1,611	29,555	11,862	.....	.....	.....	32,905	13,616	46,521	1·2	27,433	
Total ...	9,252	222,633	68,960	19,541	3,09,018	9,895	3,38,159	71,384	7,47,997	2·8	185,080	
SPECIAL—												
Training	20	472	35	73,388	.....	.....	2,126	124	75,638	155·9	261	
Industrial	5	122	36	9,117	7,782	.....	104	2,696	19,699	132·2	31	
Other	184	6,710	29	88,334	7,185	624	79,164	19,723	1,95,030	30 4	3,911	
Total ...	209	7,304	100	1,70,839	14,967	624	81,394	22,543	2,90,367	41·2	4,203	
Total for Public Institutions	10,712	351,886	72,888	3,96,128	4,03,567	15,251	18,10,491	2,51,140	28,76,577	7·02	236,291	
Private Institutions ...	1,196	22,335	4,471	.....	.....	.....	.....	.....	.....	.. ...	21,142	
Inspection	.....	.....	.....	1,81,477	11,797	50	.....	8	1,93,332	.. ...	.....	
Miscellaneous charges (including cost of buildings, scholarships, etc.).	.....	.....	.....	2,70,367	2,42,237	1,668	2,02,817	2,37,528	9,54,617	.....	.....	
GRAND TOTAL FOR 1914-15	11,908	374,221	77,359	8,47,972	6,57,601	16,969	20,13,308	4,88,676	40,24,526	.....	257,433	41·7
GRAND TOTAL FOR 1913-14	11,111	467,370	73,252	6,12,187	5,61,814	17,278	18,41,035	4,69,391	35,01,705	.....	235,971	39·9

EDUCATION—SUBSIDIARY TABLE VIII—*contd.*

CHITTAGONG DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1914-15.

Male population	... ...	2,694,511
Female ,,	... ...	2,699,980
Total	...	5,394,491

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 404,176.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1915.	Number of pupils on the rolls on the 31st March 1915.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		Boys.	Girls.	Provincial Revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b.	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
HIGH—												
Government	6	2,007	147	26,568	.....	287	39,454	610	66,919	31·0	443	...
Aided	13	5,585	.....	26,399	.....	.....	99,343	4,582	1,30,324	23·3	1,876	...
Unaided	53	18,478	.....	.....	.....	.....	2,67,431	29,677	2,97,108	16·1	6,986	...
Total ...	72	26,070	147	52,967	.....	287	4,06,228	34,869	4,94,351	18·8	9,305	...
MIDDLE ENGLISH—												
Government	10	1,206	321	10,323	2,437	.....	6,806	166	19,732	12·9	646	...
Aided	87	13,345	.....	9,520	16,678	120	88,139	11,928	1,26,385	4·9	5,641	...
Unaided	128	16,986	.....	.....	.....	.....	87,141	28,265	1,15,406	6·7	7,112	...
Total ...	225	31,537	321	19,843	19,115	120	1,82,086	40,359	2 61,523	8·2	13,399	...
MIDDLE VERNACULAR—												
Government	2	97	.....	2,378	.....	.....	185	.....	2,563	26·4	29	...
Aided	35	2,477	46	9,584	606	.....	7,826	923	18,939	7·5	1,494	...
Unaided	1	83	.....	.....	.....	.....	392	69	461	5·5	32	...
Total ...	38	2,657	46	11,962	606	.....	8,403	992	21,963	8·1	1,555	...
UPPER PRIMARY—												
Government	9	276	105	5,220	110	.....	170	14	5,514	14·4	168	...
Aided	286	17,340	760	7,674	23,316	1,222	35,515	2,251	69,978	3·8	8,758	...
Unaided	1	104	.....	.....	.....	.....	47	67	114	1·0	29	...
Total ...	296	17,720	865	12,894	23,426	1,222	35,732	2,332	75,606	4·0	8,955	...
LOWER PRIMARY—												...
Government	487	27,350	2,692	3,593	59,465	.....	35,827	260	99,145	3·3	20,544	...
Aided	3,865	101,546	34,173	23,870	1,19,965	3,507	1,52,276	7,738	3,07,256	2·2	91,399	...
Unaided	443	7,807	5,292	.....	.....	.....	9,240	601	9,841	·7	9,465	...
Total ...	4,795	136,703	42,157	27,463	1,79,430	3,507	1,97,343	8,599	4,16,342	2·5	121,408	...
SPECIAL—												
Training	10	225	.....	29,534	.....	.....	518	44	30,096	133·7	126	...
Industrial	2	34	8	1,133	7,188	.....	285	2,579	11,185	266·3	12	...
Other	114	7,189	14	6,006	6,054	300	36,358	31,494	80,212	11·1	5,841	...
Total ...	126	7,448	22	36,673	13,242	300	37,161	34,117	1,21,493	16·2	5,979	...
Total for Public Institutions.	5,552	222,135	43,558	1,61,802	2,35,819	5,436	8,66,953	1,21,268	13,91,278	5·2	160,601	...
Private Institutions ...	754	17,569	4,059	.....	.....	.....	.....	.....	.....	.....	20,200	...
Inspection	.....	.....	.....	1,07,717	6,516	308	.....	.....	1,14,541	.....	... ...	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	.....	.....	.....	59,086	1,03,270	2,900	63,732	1,13,989	3,42,977	.....	.....	...
GRAND TOTAL FOR 1914-15	6,306	239,704	47,617	3,28,605	3,45,605	8,644	9,30,685	2,35,257	18,48,796	6·4	180,801	51·3
GRAND TOTAL FOR 1913-14	5,908	224,440	42,214	2,93,256	3,20,954	7,269	7,99,049	1,94 271	16,14,779	6·0	166,069	55·5

EDUCATION—SUBSIDIARY TABLE VIII—*concld.*

RAJSHAHI DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1914-15.

Male population 5,250,254
Female ,, ... 4,878,450

Total ... 10,128,704

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 787,538.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGES.	Number of schools for boys and girls on the 31st March 1915.	Number of pupils on the rolls on the 31st March 1915.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		Boys.	Girls.	Provincial Revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
HIGH—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Government	8	3,115	.....	49,552	.....	.....	63,609	739	1,13,900	36·5	916	...
Aided	23	6,800	39	42,942	1,255	.....	1,24,649	(a)15,970	1,84,816	27·0	3,018	...
Unaided	31	10,028	.....	.....	.....	.....	1,79,755	37,291	2,17,046	21·6	3,903	
Total ...	62	19,943	39	92,494	1,255	.....	3,68,013	54,000	5,15,762	25·8	7,837	...
MIDDLE ENGLISH—												
Government	10	1,325	6	.....	2,355	437	12,116	1,444	16,352	12·3	661	...
Aided	138	15,272	331	18,965	25,128	2,720	1,28,969	(b)44,394	2,21,176	14·2	7,510	...
Unaided	109	10,626	13	.....	.....	.....	71,180	48,151	1,19,331	11·2	6,190	...
Total ...	257	27,223	350	18,965	27,483	3,157	2,13,265	93,989	3,56,859	12·9	14,361	...
MIDDLE VERNACULAR—												
Government	24	1,735	8	355	10,521	.....	7,130	878	18,884	10·8	1,098	...
Aided	35	1,944	406	3,922	5,349	648	10,292	(c)5,116	25,627	10·9	1,205	...
Unaided	6	496	.....	.....	.....	.....	2,560	812	3,372	6·8	474	...
Total ...	65	4,175	414	4,277	15,870	648	19,982	7,106	47,883	10·4	2,777	...
UPPER PRIMARY—												
Government	30	1,031	72	7,819	2,480	...	1,878	6	12,183	10·5	766	...
Aided	522	22,999	1,706	10,187	54,274	973	54,501	(d)17,060	1,40,995	5·7	14,319	...
Unaided	18	764	34	.....	.....	.....	1,426	640	2,066	2·6	477	...
Total ...	570	24,844	1,812	18,006	60,754	973	57,805	17,706	1,55,244	5·8	15,562	...
LOWER PRIMARY—												
Government	1,019	38,916	1,733	2,426	1,07,153	776	69,018	(e)6,933	1,86,306	4·5	27,239	...
Aided	4,444	99,133	27,541	28,450	1,98,768	7,182	1,72,336	(f)58,644	4,45,380	3·5	87,379	...
Unaided	708	12,431	4,705	.....	.....	.....	13,214	5,754	18,968	1·1	11,887	...
Total ...	6,171	150,480	33,979	30,876	3,05,921	7,958	2,54,568	51,331	6,50,654	3·5	126,505	...
SPECIAL—												
Training	18	389	4	44,780	.....	.....	1,534	6,298	52,612	133·9	227	...
Industrial	16	313	161	18,672	15,650	.....	4,028	11,141	49,491	104·4	94	...
Other	141	4,273	238	4,155	13,317	1,656	10,385	26,977	56,490	12·5	4,107	...
Total ...	175	4,975	403	67,607	28,967	1,656	15,947	44,416	1,58,593	29·4	4,428	...
Total for Public Institutions.	7,300	231,640	36,997	2,32,225	4,40,250	14,392	9,29,580	2,68,548	18,84,995	7·0	1,71,470	...
Private Institutions ...	176	3,714	958	.....	.....	.....	.....	.....	.....	.....	4,033	...
Inspection		.....	... ...	1,21,521	2,735	178	.....	343	1,24,777	... ...	.....	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	.....	.....	.....	96,793	1,33,697	3,880	1,15,107	(g)68,849	4,48,326	.....	.....	...
GRAND TOTAL FOR 1914-15	7,476	235,354	37,955	4,50,539	6,06,682	18,450	10,44,687	3,37,740	24,58,098	8·9	175,503	29·9
GRAND TOTAL FOR 1913-14	6,790	229,126	32,838	3,71,936	5,07,876	16,148	9,44,542	3,55,467	21,95,969	8·4	166,403	29·1

SCHOOLS AIDED BY NATIVE STATES.

CLASS OF SCHOOLS.	Number of schools for boys and girls.	PUPILS ON THE ROLL ON 31ST MARCH 1915.		EXPENDITURE FROM—						
		Boys.	Girls.	Provincial Revenues.	District funds.	Municipal funds.	Native States.	Fees.	Other sources.	Total.
				Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
High English ...	1	226	.....	2,400	.....	.....	1,200	3,882	...	7,482
Middle ,, ...	2	192	.....	.....	405	... ...	696	1,703	217	3,021
,, Vernacular ...	1	.....	91	1,041	.....	120	235	162	213	1,771
Upper Primary ...	4	200	1	.....	392	.....	508	312	...	1,212
Lower ,, ...	15	400	39	198	338	... ...	1,343	815	30	2,724
Total ...	23	1,018	131	3,639	1,135	120	3,982	6,874	460	16,210

(a) Includes Rs. 1,200 from Native States Revenues.
(b) Includes Rs. 696 from Native States.
(c) Includes Rs. 235 from Native States.
(d) Includes Rs. 508 from Native States.
(e) Includes Rs. 414 from Native States.
(f) Includes Rs. 929 from Native States.
(g) Includes Rs. 151 from Native States for scholarship.

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR

1915-16.



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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR

1915-1916.

CHAPTER I.

Introductory.

Total number of schools and pupils.

The total number of all classes of institutions, public and private, increased during the year from 44,672 to 46,770, or by 2,098, and that of pupils attending them from 1,799,889 to 1,844,541, or by 44,652. Public institutions increased from 42,298 to 44,363, or by 2,065, and their pupils from 1,736,967 to 1,778,498, or by 41,531; private institutions increased from 2,374 to 2,407, or by 33, and their pupils from 62,922 to 66,043, or by 3,121. Of the total number of pupils, 1,559,728 were males and 284,813 females, as compared with 1,535,679 and 264,210, respectively, of the preceding year.

Different classes of public institutions.

2. Of the total number of public institutions, 48 were arts and professional colleges, 653 high schools, 1,935 middle schools, 40,410 primary schools, and 1,317 special schools. The corresponding figures for the previous year were 51; 627; 1,930; 35,962 and 3,728, respectively.

Classification of public institutions according to management.

3. Classified according to management, 414 of the public institutions were under the direct management of Government, 2,927 under that of District Boards and Municipalities, while 34,459 schools were returned as aided and 6,563 as unaided, as against 413; 2,848; 32,554 and 6,483, respectively, in the preceding year.

Total expenditure on Public instruction.

4. The total expenditure on public instruction for the year was Rs. 2,56,78,348 against Rs. 2,54,34,128 for 1914-15. Of this amount, Rs. 1,63,94,563 represented direct and Rs. 92,83,785 indirect expenditure, as compared with Rs. 1,57,77,240 and Rs. 96,56,888 for the previous year. The expenditure from Provincial revenues was returned as Rs. 78,99,472; from District funds, Municipal funds and Native States as Rs. 22,78,570, Rs. 1,70,605 and Rs. 4,755, respectively. The income from fees was Rs. 1,10.43,129; and from subscriptions and endowments, etc., Rs. 42,81,817. The figures of expenditure on education under these heads for the preceding year were Rs. 87,02,910, Rs. 24,33,947, Rs. 1,68,228, Rs. 4,253, Rs. 1,04,76,627, and Rs. 36,48,163, respectively.

CHAPTER II.

Controlling Agencies

Indian Educational Service.

5. On the 31st March 1916, the Indian Educational Service cadre contained 48 posts on ordinary rates of pay and 3 on special rates of pay. During the year under review one inspecting post was added to the cadre, and, pending the improvement of the service, three officers, viz., (1) Mr. B. Heaton, (2) Mr. F. C. Turner, and (3) Mr. T. H. Richardson, were granted temporary allowances of Rs. 200, Rs. 150 and Rs. 150 a month, respectively.

Provincial Educational Service.

6. On the 31st March 1915, the Provincial Educational Service cadre consisted of 157 permanent posts and 1 temporary. During the year 3 posts were added. The strength of the service, on the 31st March 1916, was thus 160 permanent posts and 1 temporary.

Subordinate Educational Service.

7. On the 31st March 1915, the Subordinate Educational Service cadre was 816 strong. During the year 16 posts were added and 24 abolished. The strength of the service, on the 31st March 1916, was thus 808 posts.

Lower Subordinate Educational Service.

8. On the 31st March 1916, the number of appointments in the different grades of the Lower Subordinate Educational Service was 738 as against 758 on the corresponding date of the preceding year, 20 posts having been abolished during the year.

Officers not within the classified lists.

9. On the 31st March 1916, the number of posts outside the grades was 506—120 more than those shown as existing on the corresponding date of the preceding year. Of these 120 appointments, 57 were created during the year. The remaining 63 should have been included in last year's figures, but they were omitted by mistake, the list from which the returns were compiled having since been found to be incomplete. Of the officers outside the grades, 32 drew salaries of Rs. 200 or more, and 474 salaries ranging from Rs. 15 to Rs. 150 a month.

Direction.

10. The temporary post of Additional Assistant Director of Public Instruction for Bengal, created for six months in 1914-15, was discontinued during the year. In February 1916, the office of the Assistant Director of Public Instruction for Muhammadan Education was amalgamated with the Director of Public Instruction's office and the Assistant Director of Public Instruction for Muhammadan Education has now become an integral part of the office. He deals with all cases relating to *madrasahs* and *maktabs*, and looks after the interests of Muhammadans in general institutions of all grades.

Inspecting agency.

11. The table below shows the strength of the inspecting agency on the 31st March 1916 :—

Division.	Inspectors and Additional Inspectors.	Assistant Inspectors including those for Muhammadan Education.	Deputy and Additional Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.	Assistant Inspectresses.	Inspectresses.
Burdwan ...	3	5	21	73	17	2 } 1	
Presidency (excluding Calcutta).	3	4	11	44	9	2 }	1
Calcutta ...	1	...	2	3	...	1	
Dacca	3	4	18	54	7	2	
Chittagong ...	2	3	9	34	2	1	1
Rajshahi	1	3	14	41	2	1	
Total ...	13	19	75	249	37	10	2

There were also employed 11 assistant sub-inspectors and 142 inspecting *pandits* (including inspecting *maulvis* and *munshis*) or *guru*-instructors who do not render qualifying service.

Deputation of officers to the Indian Army Reserve of Officers.

12. During the year under review four officers were permitted to join the Indian Army Reserve of Officers.

CHAPTER III.

Collegiate Education.

Arts Colleges.

Colleges and students.

13. There has been no change in the number of Government and Municipal colleges, but the number of aided and unaided colleges decreased by 2 owing to the abolition during the year of the Arts Departments of the London

Missionary Society Institution, Bhowanipur (which was in receipt of aid from the Department), and of the Bishop's College, Calcutta (an unaided institution). There were thus 32 Arts Colleges in the Presidency, of which 8 were under Government management, 1 under Municipal management, 13 were aided, and 10 unaided.

Notwithstanding this decrease in the number of colleges, the number of students increased from 15,921 to 17,226, *i.e.*, by 1,305. Of the students in colleges, 15,429 were Hindus, 1,535 Muhammadans, while 262 belonged to other communities. The corresponding figures for the preceding year were 14,370 ; 1,336 and 215, respectively.

Expenditure.

14. The total direct expenditure on Arts Colleges showed a decrease of Rs. 27,596 during the year (from Rs. 18,06,536 to Rs. 17,78,940). Of the total expenditure, Rs. 6,95,046 came from Provincial revenues, Rs. 9,07,887 from fees, and Rs. 1,76,007 from other sources, against Rs. 6,90,827, Rs. 9,19,470 and Rs. 1,96,239, respectively, for the previous year. The expenditure on Government colleges was Rs. 8,64,734 against Rs. 8,49,672.

Imperial grants.

15. The payment of the grant of Rs. 1,29,000 annually available from the Imperial funds for expenditure on non-recurring projects in connexion with private colleges in the Presidency was withheld on financial grounds. But out of the Imperial grant of Rs. 10,00,000 for construction of hostels attached to private colleges in Calcutta, a sum of Rs. 9,50,000 was paid to the University during the year. From the unspent balance of the various non-recurring Imperial grants of previous years, a sum of Rs. 2,00,000 was spent on the building of the University Institute. Another sum of Rs. 1,62,000 was also spent from the same source in acquiring a site and constructing a wing in extension of the Baker Madrasah Hostel. In connexion with the Dacca University project, a sum of Rs. 3,42,000 was spent out of the recurring Imperial grant of Rs. 5,00,000 allotted for the purpose.

Government Colleges.

Presidency College.

16. On the 31st March 1916, there were 975 students on the rolls of the college, against 937 of the previous year. This number included 844 Hindus and 130 Muhammadans. Government spent Rs. 3,57,327 on the college during the year under review and received Rs. 1,23,299 by way of fees and other miscellaneous receipts. The net cost of the institution was Rs. 2,34,028, or Rs. 237-5-7 per student. The total cost of educating a student was Rs. 362-6-5.

No additions to the buildings were possible, but affiliation was granted up to the M. A. standard in Philosophy and up to the M. Sc. standard in Physiology. Affiliation in Botany up to the M. Sc. standard has also been granted since the close of the year. The Principal reports steady progress in the improvement of the internal organization of the college, and he specially mentions the continued development of the *seminar* system.

But the Presidency College is not at present a credit to Bengal. One of the acts of the late Principal was to establish a Students' Representative Committee. This was an elective body, and the idea was that it would act as an aid to authority and as a means of communication between the Principal and the general body of students. The committee, as constituted by the votes of the students, was, in the words of the present Principal, "largely composed of undesirable characters, whose intentions were vicious, and their actions, and the ease with which the general body of students was misled by them, suggest the desirability of paying greater attention to education in personal and collective responsibility in both school and college." At any rate the Students' Representative Committee, which was in its third year of existence proved, to quote again from Mr. Wordsworth's report, "an obstacle, if not an enemy, to authority in time of difficulty." The committee has been abolished and the first attempt to give the students of the premier college in Bengal some real responsibility in the management of the affairs of their college has had to be abandoned as a complete failure.

During the months of January and February there was a succession of serious breaches of discipline, including a strike in which the majority of the students participated and culminating in an organized assault on one of the European professors. The college was closed by order of Government from the 18th February to the close of the summer vacation.

During the year under review two students of the college were arrested on the charge of complicity in political conspiracy and interned under the Defence of India Act. Since the 31st March last, the Eden Hindu Hostel has been searched by the police and several arrests made. This hostel is most inadequately supervised, and it is at present a source of serious anxiety and even danger. It is accommodated in an exceedingly unsatisfactory building and it provides its inmates with totally insufficient facilities for healthy recreation.

Only a few of the college students can take part in the college games. An attempt is made to organize athletics, but with nothing more than the part use of a very unsatisfactory piece of ground on the *maidan*—there is a rumour that even this facility is to be reduced in the near future—very little can be done in this respect to improve the health of nearly a thousand students and to train them in co-operation and manliness. The athletic interest of the great majority of the students of the college exhausts itself in looking on at football cup matches.

Dacca College.

17. There were 820 students on the rolls of the college on the 31st March 1916, against 787 on the 31st March 1915. Of these, 638 were Hindus, 181 Muhammadans, while one was a Christian. The Principal reports that the extreme limit of expansion has been reached and the limit of comfortable accommodation passed. More room is required for the library, where the books are so crowded that it is difficult to use them. More lecture-rooms are also required. The removal of the Law College to the old Secretariat building has been suggested. The attached hostel is utterly insufficient for the needs of the college. Government spent Rs. 2,09,548 on the college and received Rs. 66,610 from fees. The net cost of the college to Provincial revenues was Rs. 1,42,938. The gross cost of educating each student was Rs. 251-8-11 ; the net cost to Provincial revenues Rs. 171-9-6.

Rajshahi College.

18. The number of students on the rolls of the college on the 31st March 1916 was 774, against the same number on the same date of the preceding year. Of these, 618 were Hindus and 156 Muhammadans. Government spent Rs. 87,327 on the college and received Rs. 48,549 from fees and other sources. The net cost of the college to Provincial revenues was therefore Rs 38,778. The cost of educating a student was Rs. 118-13 ; the net cost to Provincial revenues Rs. 52-12-2.

Chittagong College.

19. During the year the number of students of the college increased considerably. On the 31st March 1916, there were 264 students as against 213 of the preceding year. A new Hindu hostel capable of accommodating 40 students was completed after the close of the year. The Principal remarks that the college has to serve the needs of a large area, and he thinks that it has considerable possibilities of future growth, if the staff and accommodation can be increased. He expresses the hope that should the growth of the college continue, a reasonable numerical limit will be imposed. He is doubtful whether a college of over 500 students admits of effective administration.

As regards games, Mr. Barrow writes :—

"Land is rather difficult to come by in Chittagong, and it is not easy to organize "games to any great extent. The ground known as the parade ground close to the col- "lege is shared for purposes of matches and cup competitions with other local clubs. "There are far too many competitions here as elsewhere and too few ordinary games. "In fact, not many members of the college play cricket, football and hockey, with the "exception of those picked performers who compose the college team."

Government spent Rs. 51,100 on the college and received Rs. 15,460 from fees, endowments, etc. The net cost of the college to Provincial revenues was therefore Rs. 35,640. The total cost of educating each student was Rs. 201-15-2 ; the cost to Provincial revenues Rs. 140-13-6.

Hooghly College.

20. The number of students on the 31st March 1916 was 242, as against 230 on the corresponding date of the year before. The college has been placed in charge of a Principal in the Indian Educational Service. Its general development will be taken up as soon as funds permit. Government spent Rs. 49,504 on the college and received Rs. 17,728 from fees. The net cost of the college to Provincial revenues was therefore Rs. 31,776. The total cost of educating each student was Rs. 208-14-1; the cost to Provincial revenues Rs. 134-1-3.

Krishnagar College.

21. The number of students on the rolls of the college on the 31st March 1916 was 184, of whom only 9 were Muhammadans. A Muhammadan hostel, the rent and taxes, and the remuneration of the superintendent of which were paid by Government, was started during the year; but 4 students only came to live in it. The Principal reports that unless and until the college is affiliated in Arabic and Persian, the number of Muhammadan students is not likely to increase. A Principal in the Indian Educational Service has now been appointed to the college, the general development of which will be taken up as soon as funds permit. Government spent Rs. 46,204 on the college and received Rs. 15,038 from fees, endowments, etc. The net cost of the college to Provincial revenues was Rs. 31,166. The total cost per student was Rs. 259-9-2; the cost to Provincial revenues Rs. 175-1-5.

Sanskrit College.

22. There were 214 students on the rolls of the English Department of the college on the 31st March 1916, against 167 on the same date of the preceding year. Government spent Rs. 24,439 on this department of the college and received Rs. 12,656 by way of fees. The net cost to Provincial revenues was therefore Rs. 11,783. The total cost of educating each student was Rs. 118-1; the cost to Provincial revenues Rs. 56-14-9.

The residential arrangements for the students were most unsatisfactory. In fact the students have for years been forced to seek accommodation wherever they could. The matter is now being investigated. Since the close of the period under review a house has been rented as a hostel.

Private colleges aided by Government.

23. The number of private colleges aided by Government during the year was 13. On the 31st March 1916, there were 5,658 students on the rolls of these colleges. Of these, 4,933 were Hindus, 528 Muhammadans, and 197 belonged to other communities. The total expenditure on the maintenance of these colleges amounted during the year to Rs. 5,24,996, towards which Government contributed Rs. 1,25,140, while Rs. 3,99,856 came from fees and other sources. The cost of educating a student in one of these colleges was Rs. 94-1-7, towards which Government contributed Rs. 22-6-10.

Calcutta mess scheme.

24. The Government of Bengal are pledged to contribute Rs. 13,008 a year towards this scheme; but the University has for some years been incurring larger expenditure than could be met from the resources available, including the Government grant. During the year under review the University was informed that Government declined to be held responsible for any deficit which might remain after their pledged contribution had been paid, but the University has since reported a further deficit and asked that it may be met from public funds. The matter is before Government.

CHAPTER IV.

The Secondary Education of Indian Boys.

Schools and pupils.

25. The number of secondary schools of all grades in the Presidency increased during the year from 2,451 to 2,480, *i.e.*, by 29. The number of high schools increased from 588 to 616, and that of middle English schools from 1,449 to 1,481. The number of middle vernacular schools declined from 414 to 383. On the 31st March 1916, there were 3,72,026 pupils on the rolls of these schools. Of these, 197,530 were in high schools, 151,402 in middle

English schools, and 23,094 in middle vernacular schools, as compared with 189,265 ; 153,936 and 24,912, respectively, on the 31st March 1915.

Expenditure.

26. The total expenditure on secondary schools for boys for the year was Rs. 67,15,120 against Rs. 62,32,449—an increase of Rs. 4,82,671. Of this, Rs. 6,61,160 came from Provincial revenues ; Rs. 2,11,288 from District funds ; Rs. 18,148 from Municipal funds ; Rs. 49,43,054 from fees ; and Rs. 8,81,470 from other sources, as against Rs. 6,25,597, Rs. 1,91,105, Rs. 16,767, Rs. 45,68,652 and Rs. 8,30,328, respectively, for the preceding year.

Improvement of secondary education.

27. The general condition of secondary education is bad. This statement, though bald, is not novel, and the dictum that the improvement of secondary schools is mainly a matter of funds has become a commonplace. The fact is that the secondary educational system is being run at a figure at which the genuine article, or anything approaching it, cannot be delivered. Government schools which are supposed to be models are scarcely up to, in some cases they are definitely below, the standard of the better aided schools. During the year under review a scheme for the improvement of secondary education was submitted to Government. This was merely an adaptation of the proposals submitted to the Government of India in 1908 by the Governments of Bengal and Eastern Bengal and Assam. Out of the unspent balance of the Imperial non-recurring grants of previous years a sum of Rs. 46,000 was spent during the year on buildings. A portion of the recurring Imperial grants amounting to Rs. 22,000 was also devoted to buildings.

High schools.

28. The number of these schools is rapidly increasing, and the cry is for more and more! It is a demand for tickets in a lottery, the prizes of which are posts in Government service and employment in certain professions. The *bhadralog* have nothing to look to but these posts, while those who desire to rise from a lower social or economic stratum have their eyes on the same goal. The middle-classes in Bengal are generally poor, and the increased stress of competition and the tendency for the average earnings of certain careers to decrease—a tendency which is bound to follow on the increased demand to enter them, coupled with the rise in the cost of living and the inevitable raising of the standard of comfort—all these factors conspire to make the struggle to exist in these classes all the keener. Hence the need to raise educational standards, to make school life a greater influence for good and the course of instruction more thorough and more comprehensive—a need which becomes more and more imperative as life in India becomes more complicated and more exacting—is confronted by a determined though perfectly natural opposition to the raising of fees. The situation calls for a systematic and comprehensive policy formulated with an eye to economic conditions and in full recognition of the fact that education costs something.

29. A general improvement in high schools must, under these circumstances, be slow. But, as Aristotle says, we are more likely to get what we want, if we have a mark at which to aim and that mark must be something more comprehensive than Matriculation passes. The first stage on the path which leads to better things is a consciousness of defects. Probably the worst feature of the present situation is the low wages and the complete absence of prospects which are the fate of teachers in secondary schools. There has been some improvement in this respect, but the fact remains that no man who has passed the M. A. examination ever becomes a schoolmaster if he can possibly help it, while Moslem B.A.'s are practically unavailable on the salaries offered. The dominance of the University Matriculation over the curriculum and the fact that the majority of the schools still acknowledge no law and submit to no supervision or guidance, other than that which that examination imposes on them, are important factors in the situation. It is easy to blame the parents of blindness to their sons' true good, but the Matriculation examination is the thing which seems to matter, so that if his boy passes the annual promotion examinations and is duly presented at that examination at the earliest possible date, the average parent has no criticism to offer. This is perfectly natural, but the future of Bengal depends to a not inconsiderable extent on the work done in its secondary schools, and more

is required of these institutions than an ability to pass a certain percentage of boys through the Calcutta University Matriculation examination.

The Hastings House School

30. The school was opened on 2nd July 1915. On the 31st March 1916, there were 37 pupils on its rolls—32 Hindus, 4 Muhammadans and 1 Parsi. The gross income from school-fees from 1st July 1915 to 31st March 1916 was Rs. 21,274, whilst the gross charge to Government for all heads of expenditure from 1st April 1915 to 31st March 1916 was Rs. 42,104. The actual cost, therefore, to the Provincial revenues was Rs. 20,830. During the year 5 scholarships of the value of Rs. 50 each per mensem and tenable for two years at the school were offered for competition by certain Indian gentlemen. One of these scholarships was not awarded.

The school was established to meet a definite need. Its success, indeed its very continuance, will depend upon the support which it receives. It was started after the European war had begun, at a time when European masters are practically unattainable. The Assistant Master in charge has put his whole soul into the work. His reward is the response which he has awakened in the boys. The teaching work is sound, and the tone of the school excellent.

Middle schools.

31. The number of middle English schools is steadily increasing, while middle vernacular schools are dying out.

Manual instruction.

32. A scheme for systematic instruction in manual work was sanctioned during the year for 24 selected high schools in the Presidency. The scheme is in its experimental stage, and if it is successful, its scope will be extended as soon as money is available. During the year under review Rs. 18,000 was spent from Imperial grants on the purchase of benches, tools, etc. The general keenness with which boys have taken to this work is one of the most encouraging features of the present position.

The general position.

33. The present condition of secondary schools is undoubtedly prejudicing the development of the Presidency and is by no means a negligible feature in the existing state of general disturbance. It is customary to trace the genesis of much sedition and crime to the back streets and lanes of Calcutta and Dacca, where the organizers of anarchist conspiracies seek their agents from among University students. This view is correct so far as it goes, but it is in the high schools with their under-paid and discontented teachers, their crowded, dark and ill-ventilated class-rooms and their soul-destroying process of unceasing cram, that the seeds of discontent and fanaticism are sown!

CHAPTER V.

The Primary Education of Indian Boys.

Schools.

34. The total number of primary schools for boys in the Presidency was returned at 31,612. Of these, 3,190 were returned as upper primary schools, and 28,422 as lower primary schools. In 1914-15 the numbers were 28,327; 3,219 and 25,108, respectively. A comparison of these figures shows a decline in the number of upper primary schools by 29, but an increase in that of lower primary schools by 3,314. The number of upper primary schools remained stationary in the Dacca Division, but it decreased by 19; 6; 3 and 1 in the Presidency, Rajshahi, Chittagong and Burdwan Divisions, respectively. An increase in the number of lower primary schools was shown in the returns of all the divisions. In the Dacca, Chittagong and Rajshahi Divisions these schools increased by 349, 227 and 383, respectively. In the Presidency and Burdwan Divisions the returns show an increase of 1,327 and 1,028 schools. These returns, however, include, in accordance with the recent orders of the Government of India, 1,297 and 753 secularized *maktabs* previously shown as special schools. If the figures of these *maktabs* had been excluded the actual increase in the number of ordinary lower primary schools in these divisions would work out at 30 and 275, respectively.

Pupils.

35. The total number of pupils attending primary schools for boys on the 31st March 1916 was returned at 1,124,109, as against 1,046,694

on the 31st March 1915. Of these, 159,712 were returned as reading in upper primary schools and 964,397 as reading in lower primary schools, as compared with 164,130 and 882,564 pupils, respectively, of the preceding year. A comparison of these figures shows that the number of pupils in upper primary schools decreased by 4,418, while that of the pupils in lower primary schools increased by 81,833. The decrease in the number of pupils reading in upper primary schools took place in all the divisions of the Presidency except in the Burdwan Division, where an increase of 289 pupils was recorded. An increase in the number of pupils in lower primary schools has been returned from all the divisions, the Presidency and the Burdwan Divisions showing the largest increase of 39,200 and 26,602 pupils, respectively. The Dacca, Chittagong and Rajshahi Divisions showed an increase of 8,009 ; 2,616 and 5,406 pupils. The increase shown above in the case of the Presidency and Burdwan Divisions is only apparent as 42,411 and 20,458 pupils reading in *maktabs* have been included in the figures of these divisions. Deducting the number of pupils reading in *maktabs* from the total figures it will be seen that there was an actual decrease of 3,211 pupils in ordinary lower primary schools of the Presidency Division, and an increase of 6,144 pupils in those of the Burdwan Division. It may be mentioned here that the figures quoted above refer to primary schools only ; they do not take into account the pupils reading in primary classes of secondary schools. The total number of such pupils is 189,881. The total number, therefore, of pupils in the primary stage of instruction was, on the 31st March 1916, 1,313,990. The figures for the preceding year were 1,241,380 of whom 1,046,694 were in primary schools and 197,686 were in secondary schools. These figures show an increase of 69,610 in the number of pupils under primary instruction in secondary and primary schools for boys. But if the figures for pupils reading in *maktabs* in the Presidency and Burdwan Divisions, who number 62,869, are taken into account, it will be seen that the number of pupils reading in ordinary primary schools and in primary classes of secondary schools has increased during the year by 6,741 only.

Causes of decline.

36. The decrease in the number of upper primary schools and of the pupils attending them is attributed mainly to the unpopularity of purely vernacular education. The decrease in the number of pupils reading in ordinary lower primary schools in the Presidency Division has been attributed by the Inspector partly to failure of crops in certain localities and partly to the general rise in the cost of living.

Hindus and Muhammadans under instruction.

37. Of the total number of pupils attending primary schools for boys, 550,806 were Hindus and 552,589 Muhammadans. The corresponding figures for last year were 539,978 and 487,259, respectively. It appears from the returns that during the year under review the number of both Hindu and Muhammadan pupils increased—the former by 10,828 or by 2·0 per cent., and the latter by 65,330 or by 13·4 per cent. The increase in the case of Muhammadans is apparent as the figure includes 62,869 pupils of secularized *maktabs* in the Presidency and Burdwan Divisions now returned as lower primary schools. The actual increase is 2,461 only, or ·5 per cent., which is not satisfactory. The Hindus have now 32·7 per cent. of their boys of school-going age in primary institutions, and the Muhammadans 28·9 per cent. The corresponding figures for the previous year were 32·2 and 25·6 per cent. The increase in the case of Muhammadan pupils is, as has already been stated, due to the accession of numbers from *maktabs*.

Expenditure.

38. The total expenditure on primary schools for boys during the year under review was returned at Rs. 37,17,242. Of this amount, Rs. 16,24,125 or 43·7 per cent. came from public funds, and Rs. 20,93,117 or 56·3 per cent. from private sources. In 1914-15, the total direct expenditure amounted to Rs. 34,04,979, of which Rs. 14,59,923 or 42·9 per cent. came from public funds, and Rs. 19,45,056 or 57·1 per cent. from other sources. A large portion of the expenditure was met from Imperial grants.

Imperial grants.

39. A description of the various Imperial grants is given below :—

(*i*) The Rs. 6 lakhs grant.

The Imperial recurring assignment of Rs. 6,00,000 is devoted to the increase of pay of teachers in aided primary schools and to the maintenance

of board primary schools built during 1912-13. The actual allotments for the year under report were as follows :—

	Rs.
(*a*) Enhancement of the pay of trained teachers in aided primary schools by Rs. 3 per mensem and of untrained teachers by Re. 1 per mensem	4,48,356
(*b*) Maintenance of board primary schools started in 1912-13	97,916
Total ...	5,46,272

From the savings of the grant, a sum of Rs. 5,250 was sanctioned for the establishment of tea garden schools in the district of Jalpaiguri.

(ii) The grant of Rs. 3,65,000.

The scheme for the utilization of Rs. 3·65 *lakhs* grant relates to (1) the maintenance of board primary schools built in and after 1913-14, (2) the enhancement of pay of trained teachers in aided primary schools, (3) the increase of stipends to *guru* pupils, and (4) the improvement of the *guru*-training school system. The full grant could not be utilized in the year under report as Government sanction in regard to the last item is still being awaited. The distribution of the grant for 1915-16 is indicated below :—

	Rs.
(*a*) Maintenance of board primary schools built in and after 1913-14	94,512
(*b*) Increase of pay of trained teachers in aided primary schools by Re. 1 per mensem ...	41,076
(*c*) Enhancement of stipends to *guru* pupils to a uniform rate of Rs. 10 per mensem ...	76,719
Total ...	2,12,307

(iii) The Rs. 2·85 lakhs grant.

The redistribution of the special Imperial recurring grant of Rs. 2,85,000 for Eastern Bengal divisions was as follows :—

	Rs.	Rs.
(*a*) Female education		65,000
(*i*) Capitation grant for girls in boys' schools	3,700	
(*ii*) Aid to girls' schools ...	61,300	
(*b*) Muhammadan education		39,532
(*i*) Capitation grant for Urdu teaching	3,500	
(*ii*) Aid to *maktabs* and *Koran* schools	36,032	
(*c*) Maintenance of board primary schools built prior to 1912-13		1,09,000
(*d*) Repairs to board school buildings		59,607
Total ...		2,73,139

Conclusion.

40. Without more money there can be no advance. With the funds now at its disposal the Education Department cannot even proceed effectively with the various schemes which were worked out in connexion with the recent Imperial grants. So far as these schemes have materialized they have resulted in very real improvement. In the board lower primary schools, for example, some good work is being done and the *pandits* are reasonably prosperous and contented. Again, though the scheme for the improvement of *guru*-training schools has scarcely been initiated as yet, a real advance is noticeable in the thoroughness and vigour of the work which is being attempted in some of these institutions. In this, as in all other branches of primary education, the Western divisions of the Presidency are behind the

Eastern. What is imperatively needed, especially in the Presidency and Burdwan Divisions, is more schools of some stability. This can only be effected by much larger contributions from public funds. The pupils already contribute 56·3 per cent. of the funds. They cannot in fairness be asked to contribute more. Some slight progress has been made in the unification of the curricula now in vogue in Western and Eastern Bengal, respectively. The mere unification would be a simple matter, but it is desirable to make use of the occasion to try and produce a primary school scheme which. while it will not be beyond the capacity of the ordinary teachers, or the powers of those children who will spend only a short time in school and not go on to more advanced studies, will at the same time provide a suitable preparatory training for those who can carry that education beyond it! The task is not proving a very simple one.

CHAPTER VI.

The Training of Teachers for Indian Schools.

Introductory.

41. During the year under review, there has been no change in the character and scope of the training of teachers described in the previous reports. The total number of institutions of all grades remained stationary at 129; but their attendance increased from 2,481 to 2,541. The 129 institutions include 3 training colleges, 6 normal schools, 116 *guru*-training schools, and 4 special training classes.

The David Hare Training College.

42. The number of students under training during the year was 22 against 32 of the preceding year. Of these, 14 were Government officers deputed from the Presidency and Burdwan Divisions, 3 were deputed by the Hyderabad State, 1 was deputed from an aided school, and 4 were private candidates. The number of students on the rolls was less than in former years. Prior to the year 1915-16, the college was always full, but practically all the students were Government officers deputed to it. The number of such officers is naturally decreasing, and the institution ought obviously now to turn its attention to the training of teachers employed at private schools. The difficulty in the way of this development is the absence of stipends and the lack of accommodation. The college is still miserably housed. The scheme for the reconstruction of the college at Ballygunge has presumably to be regarded as indefinitely postponed, although the land has been acquired.

Twenty-one students appeared at the last B. T. examination and 18 passed, 4 being placed in the 1st division. The total cost of the college during the year under review was Rs. 25,608, the whole of which was met from Provincial revenues.

Dacca Training College.

43. During the year under review, there were 51 students—22 in the B. T. class and 29 in the L. T. class. Of these, 13 were inspecting officers, 24 Government school teachers, 9 aided school teachers, and 5 outside candidates. Two L. T. students were deputed from the Burdwan Division. At the B. T. examination all the 22 students sat and 20 passed, 8 being placed in the 1st division. At the L. T. examination, all the 29 students sat for the examination and 24 passed, 5 securing distinction. In 1914-15, 18 students passed the B. T. examination and 11 L. T. examination, out of 21 and 14, respectively. The increased number of students intensified the difficulty of securing adequate practice for individual students in such a small practising school as Armenitola High School with 218 boys on its rolls arranged in 8 classes, one of which, the Matriculation class, is not used for practising. Steps are being taken to provide more facilities for this purpose in the neighbouring schools.

In the nature study class attached to the college, there were 16 students, of whom 10 passed the final examination. This class was opened, as an experimental measure, in 1912 for the training in nature study of vernacular teachers for the improved type of *guru*-training schools in Eastern Bengal. The class has not proved a success, and proposals for its abolition have been submitted to Government.

With a view to introducing a modified form of pupil-teacher system into the primary schools of the Presidency an experiment is being carried out at the Islamia Maktab at Dacca under the supervision of the Principal of the college. The results of the experiment will be noticed in the next report.

A new feature of the year in connexion with the college was the opening of a vernacular class in First Aid, under the auspices of the St. John's Ambulance Association, which was conducted by the Rev. Babu Amrita Lal Sircar of the Baptist Mission. Students from the training college and the nature study class attended. The lectures were thoroughly practical.

The total cost of the college was Rs. 54,809, and that of the nature study class was Rs. 7,877. The whole of these amounts was met from Provincial revenues.

The L. M. S. training class at Bhowanipur.

44. There is a small training class aided by the Department at Bhowanipur teaching up to the L. T. standard. This class had 13 students on its rolls on the 31st March 1916. At the last L. T. examination, out of 13 candidates 4 passed, 1 securing distinction.

Training schools for vernacular masters.

45. The number of these schools remained unchanged at 6—5 Government and 1 aided. On the 31st March 1916, there were 445 students in these schools as compared with 439 on the 31st March 1915. The total expenditure for all the schools was Rs. 93,396, of which Rs. 87,921 was debited to Provincial revenues. The number of students who passed out of these schools with final certificates during the year was 95 against 105 of the preceding year. These results are not satisfactory.

Of the 5 Government schools, the Calcutta school has no building of its own and is badly housed in a rented house. The Dacca school is miserably accommodated, and, on this account and in the absence of an adequate practising school, the work is carried on under conditions of considerable difficulty. The accommodation of the Rangpur Normal School is even worse than that of the schools at Dacca and Calcutta. A scheme for providing suitable buildings for a combined normal and *guru*-training school at Rangpur has been administratively approved, but the prospect of this, as of many other useful projects, materialising must now be regarded as indefinitely remote.

The single aided training school is situated at Krishnagar and is conducted by the Church Missionary Society for the benefit of the schools of that society.

Guru-training schools.

46 The total number of *guru*-training schools was 116, of which 77 were in Western Bengal and 39 in Eastern Bengal. Classified according to management, 113 of these were under Government, while only 3 were under Missionary societies. Of the 113 Government schools, 6 were exclusively reserved for the training of *mianjis* or *maktab* teachers : 3 in the Presidency, 2 in the Burdwan and 1 in the Chittagong Division. On the 31st March 1916, there were 1,952 *gurus* under training in these schools. The total expenditure on account of all the schools was Rs. 2,25,572, of which Rs. 2,08,103 was met from Provincial revenues. In Western Bengal, the *guru*-training school at Mollabelia was closed and transferred, as a temporary measure, to Hatchapra for the training of the Christian *gurus* working in the primary schools under the Church Missionary Society. In Eastern Bengal, buildings of the improved type were completed for the schools at Pabna, Nilphamari, Rajshahi, Bogra, Dinajpur, Naogaon and Feni. The removal of the Sarail *guru*-training school to Brahmanbaria was sanctioned in 1914-15 ; but no action has yet been taken. The proposal for the removal of the Ramoo *guru*-training school to Cox's Bazar is still under the consideration of the Department.

The number of *gurus* who appeared at the final certificate examination during the year was 1,323, of whom 906 were successful. In 1914-15, 785 *gurus* secured certificates out of 1,120 examined. The wastage at present is considerable, but, as has been observed in Chapter V, there has been a distinct improvement in the work of these institutions, especially in Eastern Bengal. More effective *guru*-training schools are needed, but they can do little or nothing, unless and until there is some sort of prospect for primary school teachers. The *pandits* of the board lower primary schools do gain a reasonable

livelihood. The future of primary education, as has also been stated in Chapter V, depends upon the ability of the authorities to bring into existence a greater number of schools of some stability and permanence, which will provide careers for teachers This, it may be repeated, is merely a question of more public funds.

Conclusion.

47. The Dacca and David Hare Training Colleges are just beginning to make their influence felt in the schools. It is, therefore, lamentable that it should have been necessary to weaken their staffs. But some officers of the Indian Educational Service had to be spared for the Indian Army Reserve of Officers, and even when the war broke out the Education Department was not adequately staffed. The weakest part of the system is the normal schools, but an attempt is now being made to introduce new life into these institutions by drafting picked members of the Dacca and Calcutta Training College staffs to take charge of them. The miserable way in which these institutions are housed is a distinct handicap to their effectiveness. The normal schools are extremely important institutions.

CHAPTER VII.

Professional and Technical Education.

Law colleges and classes.

48. The number of law colleges and classes remained the same, but their attendance increased from 2,401 to 2,646. Of these, 2,458 were Hindus, 175 Muhammadans, and 13 were of other races. The corresponding figures of the preceding year were 2,220, 164 and 17, respectively. There were 2,006 students reading in the University Law College, Calcutta. The total expenditure amounted during the year to Rs. 1,96,376, of which Rs. 30,000 was met from Provincial revenues and the rest from fees and other sources. At the L. L. Final examinations held during the year, 642 candidates appeared and 365 passed.

Pleaders' Survey Examination.

49. During the year under review there were 24 students in the short training class at Sibpur and 14 at Dacca. At the examination held in February 1916, 8 candidates passed out of 30.

Survey education.

50. The report of the special committee appointed to consider the question in general is still under the consideration of Government.

Civil Engineering College, Sibpur.

51. In the Engineer Department the total number of students was 74 against 92 in the preceding year. Twenty-six students were admitted during the year. The total admission in the Apprentice Department numbered 72. Of 175 students attending this Department, 135 were Hindus, 3 Muhammadans and 37 Christians. In the Electrical and Mechanical Branch there were 25 students. Thirteen new students entered for the junior Mining course. Of the 9 candidates, who secured first class Colliery Managers' certificates at the last examination, 6 came from this college. The value of the work turned out in the workshops amounted to Rs. 29,661. The industrial classes for training artisans had an average attendance of 31. Five artisans left during the year, their total earnings amounting to Rs. 1,235. In the Department for Tinctorial Chemistry there were 3 regular students in the 2nd year class, but none in the 1st year. These classes have failed and Government have ordered them to be closed. The total expenditure on the college during the year was Rs. 2,21,302, of which Rs. 1,92,432 came from public funds.

The discipline of the college was not altogether satisfactory. During the year under review there was an attempt at a strike and things have since come to a crisis, necessitating drastic action on the part of the authorities. The fact that such things could have happened in an institution all the students of which are supposed to be living under discipline on the college premises is indicative of the extent to which the bounds of law and order have been relaxed in Bengal.

Dacca School of Engineering.

52. There were 133 students in the Apprentice Department. The Mechanical and Electrical Branch was closed in accordance with the orders of Government. The number of artisans under training has risen to 65. The total value of the work turned out from the workshops was Rs. 2,226 for

outside work and Rs. 5,775 for the improvement of the school and the workshop itself. The discipline of the school is reported to have been good.

Government Weaving Institute, Serampore, and outlying centres.

53. This institute has passed its experimental stage and it shows promise of development. There is a steady increase in the number of applications for admissions both to the higher and to the artisan classes. In fact the present number of pupils could easily be doubled, if the necessary accommodation were available. New admissions to the higher class during the year numbered 21 and to the artisan class 54. The total cost for the institute during the year was Rs. 25,740. At the Malda Weaving School the expenditure from Provincial revenues for the year was Rs. 1,382, at Cox's Bazar Rs. 1,422, at Bankura Rs. 1,454, and at Pabna Rs. 1,230. The average number of pupils in these outlying schools was 15, 10, 18 and 20, respectively.

The present buildings—they are ordinary Serampore dwelling-houses—are miserable make-shifts. The provision of suitable accommodation on a site where expansion is possible and the general reorganization of the school into an institution capable of meeting the existing industrial demands and of developing with the textile industry of the Presidency is the one urgent industrial proposition which is now before the Education Department. Satisfactory sites have been found away from Serampore, and the re-organization scheme is being worked up, but existing financial conditions make the realization of the scheme a matter of more or less indefinite aspiration. This is a pity for the demand exists and is increasing, but nothing more can be attempted at Serampore. It has not even been possible to erect the power-loom which was purchased some two years ago.

Government Commercial Institute, Calcutta.

54. The total strength of the day and evening classes at the beginning of the session was 230, but it fell subsequently to 116 ; the decline was mainly in the evening class students. The Commercial Course Advisory and Examination Board, which was merely an advisory board, has been replaced by the Government Commercial Institute Board, which has certain defined executive powers. An Accountancy and Auditing class was opened in the middle of July 1915, and draft rules for the Diploma examination in accountancy are now under the consideration of the Department. During the year 87 pupils joined the day classes and 143 the evening classes. At the final examination of the institute held in 1916, 9 candidates passed out of 22, and at the special examinations 14 passed out of 30. The total expenditure for the year was Rs. 21,192.

Government School of Art, Calcutta.

55. There were 276 students on the rolls on the 31st March 1916, as against 284 in the previous year. Of these students, 20 were studying lithography and 4 wood-engraving. In the hostel there were 33 boarders. During the year 26 *ex*-students obtained remunerative employment.

Schools for juvenile offenders.

56. Mr. J. H. Melville, who was formerly an Inspector of Industrial and Reformatory Schools under the Home Office in London, came to Bengal on deputation for three months from the Government of Madras in connexion with the whole question of juvenile offenders. He visited a number of institutions in the Presidency with a view to seeing what could be done towards providing suitable training for juvenile offenders. It was found that some modifications in the draft Children's Bill were necessary before a satisfactory scheme could be worked out. Mr. Melville has drafted a new Children's Bill on the lines of the Madras Children's Bill. The Bill is now under the consideration of the Government of Bengal.

Joint Technical Examination Board.

57. At the Overseer examination, 61 candidates passed out of 98 actually appearing at the examination, or 62·2 per cent., and at the Sub-Overseer examination 96 passed out of 151 actually appearing, or 63·5 per cent. In 1915 these percentages were, respectively, 77·1 and 55·9. The total number of admissions to the Sub-Overseer classes has increased from 274 to 332. The figures in this paragraph include candidates from Bihar and Orissa

Mining Instruction in the coal-fields.

58. By a Government order, dated the 3rd December 1915, the Mining Educational Advisory Board was reconstituted and its sphere of interest enlarged, so as to include all mining education in Bengal. The Mining classes of the Sibpur College, which were formerly outside the Board's sphere of action, were included within it. Subsequently, Mr. H. C. Read was appointed

sole lecturer for all the centres for evening classes in Bengal and Bihar. In the sessional examinations held in June 1915, 18 candidates passed, as against 16 in the previous year. A sum not exceeding Rs. 2.0 per mensem has been sanctioned by Government for special Mining scholarships of Rs. 50 for Europeans and Rs. 25 for Indians, tenable at the Civil Engineering College, Sibpur, these scholarships to be awarded on the results of the examination held annually in connexion with the local lectures in the coal-fields. The question of the preparation of Bengali manuals on mining and mine-surveying is now under the consideration of Government.

City and Guilds of London Institute Technological examinations.

59. The examinations were held at Serampore and Calcutta. Forty-two candidates in textile subjects appeared at the Serampore centre and 30 in non-textile subjects appeared at the Calcutta centre. Twenty-three candidates passed in textile subjects and 7 in non-textile.

"B" classes.

60. At the School Final examination of "B" classes held in 1916, 44 candidates appeared and 21 passed. These figures include candidates from Bihar and Orissa. The previous year the numbers were 29 and 13, respectively.

Proposed industrial classes at Chittagong.

61. Mr. W. H. Everett, Superintendent of Industries, Bengal, after inspecting industrial conditions at Chittagong, prepared proposals for classes for railway apprentices and others. Such of these proposals as it seemed possible to introduce at once have been submitted to Government for sanction.

Summary.

62. No development worthy of record occurred during the year under review. In the circumstances this is only natural. There is still a general vagueness of aim and purpose with regard to the technical and industrial education of the Presidency. That a scheme of instruction in tinctorial chemistry should have been organized by Government after an immense amount of discussion and at considerable expense only to fail owing to there being practically no students who were willing to come to it seems to indicate a want of touch somewhere. Government technical institutions ought to be in much closer touch with employers of labour and the actual industrial conditions. The recent appointment of a sub-committee of the Governing Body of the Sibpur College to work out proposals for the closer co-operation of the Civil Engineering College and employers of engineer labour, such as railways, is a step in the right direction.

CHAPTER VIII.

The Education of Indian Girls and Women.

Schools and pupils.

63. The number of public institutions of all classes for Indian girls and women increased from 8,268 to 8,908, *i.e.*, by 640, and the number of girls and women including those reading in mixed schools from 247,971 to 268,682, *i.e.*, by 20,711. The increase of 640 schools in the total number of institutions is the net result of an increase in the number of secondary and primary schools, which rose from 60 and 7,622 to 63 and 8,784, and a decrease in the number of training colleges and special schools which fell from 2 and 581 to 1 and 57, respectively. The decrease of one institution in the number of training colleges is due to the temporary closing of the training class attached to the Loreto House, Calcutta. The decrease of 524 schools in the number of special schools is merely a decrease on paper and is explained by the fact that 554 secularized *maktabs* in West Bengal previously shown as special schools have this year been returned, in accordance with the recent orders of the Government of India, as primary schools. As a matter of fact, ordinary primary schools increased by 608 and special schools by 30. Of the total number of girls and women, 140,308 were Hindus, 120,969 Muhammadans, and 7,405 belonged to other communities. A pleasing feature of the year's progress is that the number of Muhammadan girls attending schools again increased by 12,592. The increase in the number of Hindu girls and women under instruction was 8,631.

Controlling agency.

64. As in the preceding year, the inspecting agency for girls' schools included 2 Inspectresses and 10 Assistant Inspectresses. Both Inspectresses are advocating an increase in the number of Assistant Inspectresses.

Collegiate education. (a) The Bethune College.

65. The Bethune College still shares its building with the Collegiate School, and the accommodation is inadequate and bad. Many applications for admission had to be refused. The Simla Bazar has been acquired and added to the college grounds, but it has not yet been found possible to provide funds for the construction of the new buildings. The highest number of students on the rolls of the college was 77 against 72 in the preceding year. The results of the University examinations were satisfactory. Six girls appeared at the B. A. examination and 13 at the I. A., of whom 5 and 10, respectively, passed.

The college was affiliated in Mathematics to the Intermediate standard during the year.

(b) The Diocesan College.

66. In addition to the Bethune College, there is one other first-grade college for Indian girls—the Diocesan College in Calcutta which teaches up to the B. A. and B. T. degrees of the University. On the 31st March 1916, it had 43 girls on its rolls as against 36 on the corresponding date of the previous year. It receives a grant of Rs. 600 per mensem from the Department.

Secondary education. (i) High schools

67. The number of high schools for girls is 14—10 in West Bengal and 4 in East Bengal. Of these 4 are Government schools. 9 are aided, and the remaining 1 is unaided. At the Matriculation examination, 57 girls appeared from West Bengal, of whom 41 passed ; 21 girls appeared from East Bengal and 19 passed.

The authorities of certain Mission high schools in Calcutta have long been feeling that the education given in them is not in the best interests of the girls and that a curriculum more suited to the real needs of the pupils of the schools should be evolved. The Inspectress of Schools, Presidency and Burdwan Divisions, has formulated a scheme, which has been introduced, as an experimental measure, in three high English schools under Mission management. The new curriculum includes hygiene, nursing, needle-work, cookery, domestic work, etc., besides ordinary school subjects.

(ii) Middle schools.

68. There are 49 middle schools in the Presidency, of which 21 are middle English schools and 28 middle vernacular schools. There are 3 schools in East Bengal and 1 school in West Bengal under Government management. Of the rest, 2 are under Municipal management, 41 are aided and 2 unaided. Many of the middle vernacular schools are little better than primary schools, and their status fluctuates from year to year. The middle English schools are more satisfactory.

Primary education. (a) Model girls schools.

69. There are 22 model primary schools for girls in West Bengal—9 in the Presidency and 13 in the Burdwan Division. There are 23 model schools in East Bengal, some of which have been raised to the urban school status.

(b) Urban girls' schools.

70. These are primary schools of an improved type in East Bengal, mostly situated in subdivisional and other important centres. They receive a recurring grant of Rs. 40 per mensem, each, direct from the Department.

(c) Peasant girls' schools.

71. The scheme for starting peasant girls' schools originated in 1907. There are now 22 of them (confined to the Presidency Division), each receiving a grant of Rs. 13 a month. They are located in backward areas and remote places.

(d) Selected primary schools.

72. These are schools in West Bengal of an improved type and in receipt of departmental grants-in-aid provided out of the Imperial allotments. They are well housed and fairly equipped. The teaching in them has improved, and in some cases trained mistresses have been employed.

(e) Calcutta girls' schools.

73. Nearly all primary girls' schools in Calcutta are in receipt of a departmental grant calculated partly upon attendance and partly upon status. The grant fluctuates from year to year The question of revising the system is receiving attention. The housing of these schools is distressingly bad.

(f) Dacca Town girls' schools.

74. There are 19 primary girls' schools in Dacca town maintained by the Municipality with the aid of Government contributions.

(g) Panchayati union girls' schools.

75. There are 20 such schools, started experimentally, in East Bengal, which are working satisfactorily under the control of the District Boards of Dacca, Noakhali and Tippera. The funds, both capital and recurring, are provided by the Department.

(h) Home schools.

76. These schools are conducted by elderly *zanana* ladies in their own homes. The few schools started in East Bengal in accordance with the recommendations of the Female Education Committee of Eastern Bengal and Assam are doing satisfactory work. Each school is in receipt of a grant-in-aid of Rs. 10 per mensem.

(i) Schools not in receipt of aid from the Education Department.

77. The great majority of girls' schools lie outside the scope of departmental grants. Most of these schools receive small grants or stipends from District Boards or Municipalities. As a rule, these schools are inefficient and badly housed. Considerable funds, both recurring and capital, are required for their improvement.

Zanana education.

78. Two new schemes for *zanana* work at Pabna and Rangpur were sanctioned at the beginning of the year, and 6 classes were opened at Rangpur in August 1915. The scheme for Pabna could not be brought into operation, as the *zanana* ladies there were not willing to join the classes. There are now 74 *zanana* teachers employed in the Presidency at the expense of public funds.

The education of Muhammadan girls.

79. Progress is slow. Large grants have been sanctioned in favour of select girls' schools, and *maktabs* are springing up both in towns and villages, while in certain places women are forming central gatherings for instruction. The problem at present is to find Muhammadan women teachers. Without such teachers no progress is possible. One of the many pressing needs of the moment is the opening of the proposed Muhammadan training class in Calcutta, a project which, with many others, has had to be indefinitely postponed.

Training of teachers. (a) Secondary training.

80. The secondary training college scheme already approved by Government has been kept in abeyance owing to the present financial stringency. The college which should have opened this year is now only a hope of the future, but it is of vital importance that the scheme should be pushed through as soon as normal financial conditions return.

The Diocesan Mission training class.

81. The only secondary training class for Indian female teachers is that attached to the Diocesan College in Calcutta, which was opened, as a temporary measure, three years ago. This class is doing good work but is of limited scope. It prepares students for the B. T. and L. T. examinations of the University. It receives a grant of Rs. 600 a month from the Department.

(b) Primary training.

82. With the exception of the Government training classes at Calcutta and Dacca, all primary training classes are under the control of Missions. They receive grants from the Department. In West Bengal there are 6 training classes under Mission control. The Roman Catholic training class at St. Mary's, Entally, has, during the year under review, received recognition and aid from the Department. The reorganization of the Kalimpong training class in the Darjeeling district is receiving the attention of the Department.

(1) Training stipends.

83. The institution of training stipends (12 junior and 8 senior) has proved a great boon and should improve the output of trained female teachers. This is very necessary, as the want of trained women teachers is being keenly felt in Eastern Bengal.

(2) Training examination results.

84. There were 77 candidates at the female teachership examinations in West Bengal, 26 for the senior grade, and 51 for the junior grade, examination. Of these 18 passed the senior and 35 the junior examination. At the Dacca "Departmental Examination for Mistresses" 8 candidates passed the teachers' test successfully and were awarded certificates.

(3) Eden High School training classes.

85. There were 22 pupils in the training classes attached to the Eden High School at Dacca. The scheme for the reorganization of these classes on a new and independent basis is being kept in abeyance for financial reasons.

Hindu widows' training class.

86. The continuance of the Hindu widows' training class at Ballygunge on the present improved basis has been sanctioned by Government. The school is doing good work. Miss Brock is of opinion that the future of the education of Hindu girls is bound up with its welfare as this is the only source from which Hindu women teachers can be drawn.

Scholarships.

87. The Presidency has now an extended system of scholarships, both school and college. The number has been considerably increased with the aid of the Imperial allotments. Last year all the scholarships were not taken

up in West Bengal, where girls still retain the right to compete with boys for the ordinary scholarships.

Industrial education.

88. The number of industrial schools for girls and women is very limited—6 in West Bengal and 3 in East Bengal. These schools are mostly under Mission control. They are well-managed and turn out work of good quality. They are all engaged in either lace-making, drawn thread-work or embroidery. The Mahila Shilpasram, Calcutta, has ceased to be recognized by the Department.

Needle-work teaching. (a) Needle-work teachers.

89. In order to provide facilities for needle-work teaching in primary schools for girls, 10 peripatetic needle-work teachers have been appointed. They are all competent women and are doing satisfactory work. They tour from place to place and give instruction in schools.

(b) Grants for sewing materials.

90. In the Dacca circle small grants for the purchase of sewing materials have been sanctioned in favour of a large number of girls' schools, with the result that there has been a steady, though slow, improvement in needle-work in the larger schools and *zanana* centres.

(c) Needle-work exhibition.

91. The needle-work exhibition annually held at Dacca contributed not a little to the improvement in needle-work of the schools in and around Dacca. In the exhibition last year out of 229 candidates 89 won diplomas—2 won the final, 15 the middle, and 72 the primary or first diploma. Considerable interest was shown in the exhibition by *purdanashin* ladies.

Physical education.

92. The subject of physical training for girls is a difficult problem in India. A beginning has, however, been made in high schools and training classes. In West Bengal drill is now taken in all girls' high schools. Mission boarding schools, and is a compulsory subject in all the Mission training classes. In East Bengal in some of the high and middle schools musical drill and action songs are taught. The introduction of drill into Hindu schools is a thorny problem. At present considerable opposition is encountered.

The Imperial recurring grant.

93. The sanctioned distribution of the recurring Imperial allotment of Rs. 2,44,000 for female education for the year was as follows :—

	Rs.
(1) High schools	22,580
(2) Training of secondary school teachers ...	40,000
(3) Training of primary school teachers ...	6,560
(4) Scholarships	17,580
(5) *Zanana* education	12,870
(6) Special grant for all classes of girls' schools ...	5,000
(7) Middle schools	28,600
(8) Education of Muhammadan girls	45,880
(9) Inspection	32,435
(10) Primary schools	28,120
Total ...	2,39,625
Balance ...	4,375
GRAND TOTAL ...	2,44,000

A large part of these grants was utilized during the year under review. Some important schemes covered by these grants had, however, to be postponed owing to the financial restrictions imposed by the war.

Summary.

94. The year under review has not been one of great progress in female education. The war imposed heavy financial restrictions, and owing to the entire lack of funds for capital expenditure all building projects had to be laid aside. The chief needs are—

(1) The employment of female teachers on an increased scale of pay in place of the existing *pandits*.

(2) An adequate supply of trained mistresses.

(3) Adequate and suitable accommodation for the schools.

(4) The provision of suitable quarters for mistresses.

All these things involve considerable expense; local enthusiasm for girls' schools, though considerable, rarely takes the form of financial assistance. It is usual to talk about "female education" in India being a frail plant which needs careful nurture and encouragement, and this is frequently interpreted to mean that, if a man is asked to pay anything towards his daughters' education, he will probably remove them from school. If this ever was the general attitude, it is certainly not the attitude now of the Hindu *bhadralog* of Bengal. The education of girls of this class up to a certain standard has become a practical necessity and even the orthodox Hindu parent is beginning to realize the advantage which a well-conducted school has over any system of home instruction, which, if it is to be effective, is probably beyond the means of all but the rich. Parents will pay fees for the school education of their girls, though the economic pressure to which reference has been made in chapter IV makes them by no means reluctant to get it for nothing if they can. The point is that, so far at least as the upper castes of the Hindus are concerned, the stage at which it was not safe to impose fees is past. The general arrangements for financing education being what they are, it is essential that a reasonable rate of fees should be paid on account of every girl of the *bhadralog* who attends school, not that public funds may contribute less but that the total amount available may be more. There is much which is promising in girls' schools; but unless we are to repeat the mistakes which have been made in the case of boys' schools, we must insist on reasonable standards being maintained. Exceptional capacity in girls should be encouraged by generous scholarships.

CHAPTER IX.

The Education of Europeans.

Institutions.

95. On the 31st March 1916, there were 78 institutions—an increase of 2 on the figure for the 31st March 1915. Of these, 59 were schools for general and 19 for special instruction. The corresponding figures for 1914-15 were 59 and 17.

The Welland Memorial School, Calcutta, was closed on the 31st December 1915. A lower elementary school was opened on the 1st March 1916 at Kanchrapara for the children of the employés of the Eastern Bengal Railway.

Pupils.

96 On the 31st March 1916, there were 10,337 pupils under instruction; the figure for the 31st March 1915 was 10,074. Of these, 4,421 (2,728 boys and 1,693 girls) were in secondary and higher secondary schools, and 4,704 (2,254 boys and 2,450 girls) in elementary and higher elementary schools. The corresponding figures for *1914-15 were 4,223; 2,617; 1,606; 4.388;* 2,128 and 2,260, respectively. The total number of European and Anglo-Indian pupils on the rolls on the 31st March 1916 was 9,662, as compared with 9,392 on the 31st March 1915. Of this number, 4,738 were boys and 4,924 girls, as against 4,488 and 4,904, respectively, of the preceding year. The number of non-European pupils was 675 against 682 on the 31st March 1915.

Expenditure.

97. The total expenditure on the education of European and Anglo-Indian children for the year is returned as Rs. 25,66,264, as compared with Rs. 28,68,595 for the preceding year. The decrease is due to a diminution in capital expenditure owing partly to the war. The money spent was derived from the following sources:—(i) Rs. 8,51,851 from Provincial revenues (including Rs. 16,051 from Municipal funds); (ii) Rs. 9,28,461 from fees, and (iii) Rs. 7,85,952 from private contributions and endowments. The Welland Memorial School, Calcutta, received Rs. 5,194 from Government for the liquidation of its debts.

Scholarships.

98. The total amount spent upon scholarships for Europeans during the year was Rs. 24,643, as against Rs. 22,998 during the preceding year. The State scholarship of £200 per annum for domiciled Europeans or Anglo-Indians was awarded to Mr. H. S. Stark, a candidate from Bengal

The State scholarship for domiciled European or Anglo-Indian women has not yet come to this Presidency.

Teachers.

99. There were 499 teachers on the 31st March 1916, as compared with 531 on the 31st March 1915. The remarks made in the report for 1913-14 still hold good. A certain improvement in the standard of teaching was noticed in some schools, but the general situation is still unsatisfactory. Of the 499 teachers, 43 were University graduates, 185 had received some sort of training, and 314 were untrained. The corresponding figures for last year were 54, 208 and 323, respectively. Most of the secondary schools for boys deputed one member or more of their staffs for military service.

Training of teachers.

100. The training class for women attached to the Dow Hill School, Kurseong, is still the only recognized institution for the training of teachers in Bengal. The number of students under training on the 31st March 1916 was 14. The annual examinations of the students were held in November 1915. Six senior and 10 junior students were examined, of whom 4 and 5, respectively, passed.

One male teacher was deputed in March 1916 from Bengal to Sanawar, but he gave up the course to join the Army.

Manual training.

101. Instruction in manual work was given in 8 schools only. The main obstacles to the introduction of this most essential subject into all schools are lack of funds, dearth of qualified instructors, and lack of accommodation and equipment. The Government contribution for the year towards the cost of this instruction was Rs. 2,040.

Vocational training.

102. The number of schools which maintained a class following a recognized supplementary course was 11 — 4 for boys and 7 for girls. The number of pupils on the rolls of those classes on the 31st March 1916 was 89 — 33 boys and 56 girls. There were 934 students on the rolls of the commercial and technical classes attached to the Young Women's Christian Association at 134, Corporation Street, Calcutta, as compared with 1,211 students on the rolls on the 31st March 1915. Of these 934 students, 213 were reported to be learning shorthand, 331 typewriting, 55 cookery, 40 dress-making, 106 first-aid to the injured, 64 home-nursing, 19 household management, 17 Hindustani, 10 millinery, 58 physical training, 19 stencilling and painting, and 2 French. The classes in shorthand and typewriting were held daily, and classes in the remaining subjects were held weekly, during a part of the year. The association received a grant of Rs. 210 for a special class held in needle-work and cutting-out for the women teachers of European schools in Calcutta. It also received monthly grants-in-aid of Rs. 50 and Rs. 105. On the 31st March 1916 there were 6 pupils in the Sub-Overseer classes attached to the Victoria School, Kurseong, against 4 in the preceding year. The Sub-Overseer classes of the Goëthal's Memorial Orphanage had 12 students on the 31st March 1916, as compared with 15 on the 31st March 1915. The Apprentices' Night School, Kharagpur, had 52 students and the Calcutta Technical School 89 on the 31st March 1916, against 45 and 70, respectively, of the preceding year. The cost of maintenance was Rs. 2,313 for the former and Rs. 6,681 for the latter: the Government contribution was Rs. 490 and Rs. 2,000, respectively. The Calcutta Technical School classes still continue to be held at the Calcutta Free School.

Domestic training.

103. St. Helen's Convent, Kurseong, St. Andrew's Colonial Homes, Kalimpong, and those higher elementary schools which took the domestic course continued to give domestic training to girls. The cookery class at the Dow Hill School, Kurseong, was continued, the number of students on the rolls on the 31st March 1916 being 6. The cost of maintaining the class during the year was Rs. 4,980, which was entirely met from Provincial revenues. The opening at Kalimpong during the year under review of a really up-to-date domestic science school marks, it is hoped, the inauguration of a new era.

The domestic training of the girls of the domiciled European and Anglo-Indian communities has become economically indispensable. The failure to recognize this and a silly tendency to set far too much store on the acquisition of "accomplishments" have been productive of a great deal of mischief and misery. The recognition of the fact that it is an essential part of the function of every girls' school to equip each of its pupils with at least some

elementary knowledge of, and capacity for, household management need not interfere in the least with the intellectual development of the girls. This is especially true of boarding schools. It is merely a matter of organization.

Volunteering.

104. The expenditure upon the cadet corps during the year was Rs. 11,812 as compared with Rs. 13,234 during the preceding year, and was met from (1) Provincial revenues, Rs. 11,292, and (2) private sources, Rs. 520. The number of schools that maintained cadet corps was 16, and the heads of these schools report that volunteering was popular and that the standard of efficiency attained was satisfactory. The total number on the muster-rolls of the various cadet companies was 1,465, of whom 214 were "efficients" and 1,251 "extra-efficients." The corresponding figures for last year were 1,515, 222 "efficients" and 1,293 "extra-efficients". In a few schools the joining of the cadet corps is compulsory. It seems desirable that it should be compulsory in all schools, exemptions being allowed on physical grounds only.

Controlling agency.

105. Mr. G. D'O. Maclear left on the 27th June 1915 to join the Indian Army Reserve of Officers. Mr. A. Mercer officiated as Inspector of European Schools, Bengal, for the remainder of the year under report. It was necessary to ask Mr. Mercer to combine this post with the Principalship of the David Hare Training College, Calcutta. The work involved in the tenure of these two posts has proved most exacting; but such arrangements cannot be avoided while the war lasts. Mr. Mercer is attempting to issue occasional circulars designed to help school teachers. Circulars on the selection of suitable text-books on arithmetic and English grammar and composition were issued during the year under review.

The Department continued to be assisted, so far as schools in which girls are educated are concerned, by Miss Brock, the Inspectress of Girls' Schools in the Presidency and Burdwan Divisions.

The Doveton College.

106. After the liabilities of the Doveton College had been met, all the money realized from the sale of the Doveton College premises, together with the Doveton money taken over by Government, was invested in Government Promissory notes. It is intended to devote the income from the investment to special provisions designed to equip young men and women for industrial, technical and professional careers.

CHAPTER X

The Education of Muhammadans.

Review of the progress made during the year.

107. During the year under review, the number of Moslem pupils in institutions of all kinds for the education of Indians increased from 803,589 to 824,250. Of these, 694,340 were males and 129,910 females, as against 686,086 and 117,503 in the preceding year. The Moslem pupils constitute 44·9 per cent. of the school population. Last year they constituted 44·8 per cent.: 52·7 per cent. of the total population of the Presidency is Moslem. The percentage of Moslem students in colleges rose from 7·8 per cent. to 8·3 per cent., in the high school stage from 16·8 per cent. to 18·3 per cent., in the middle stage from 25·3 per cent. to 25·6 per cent., in the high and middle stages taken together from 21·4 per cent. to 22·1 per cent., and in the primary stage from 44·0 per cent. to 46·6 per cent. In secondary schools the actual number of Moslem pupils fell from 101,675 to 99,831. It is gratifying to notice that the number of Moslem pupils in professional colleges and in engineering, surveying, technical and industrial schools increased during the year.

Hostels.

108. In order to meet the difficulty of hostel accommodation for Moslem students studying in Calcutta colleges, the Government of India have placed a grant at the disposal of the Calcutta University for the construction of an inter-collegiate hostel for Moslem students. Pending the establishment of this hostel, an inter-collegiate hostel has been opened by the Government of Bengal, as a temporary measure, in a rented house in Wellington Street, Calcutta. This hostel accommodates 74 boarders. Work has been begun on extensions to the Baker Hostel

Madrasahs.

109. The number of *madrasahs* has increased from 214 to 250, and the number of their pupils from 16,350 to 18,496. Of these institutions, 11 are

senior and 239 are junior *madrasahs*. During the year, Rs. 3,32,360 was spent on *madrasahs*. Of this amount, Rs. 1,59,736 came from public funds. Last year the total expenditure was Rs. 2,72,014—Rs. 92,440 came from public funds. The reformed scheme sanctioned under Government Resolution No. 450T.G., dated the 31st July 1914, came into force during the year. The Government senior *madrasahs* at Hooghly, Dacca and Chittagong, the Government junior *madrasah* at Rajshahi, all the aided senior *madrasahs* and all the recognized junior *madrasahs* have adopted the scheme and have reorganized their staffs. The amounts of the grants-in-aid for all the 6 aided senior *madrasahs* and of 7 aided junior *madrasahs* were increased ; grants-in-aid were also sanctioned for 51 junior *madrasahs*, which had not previously been aided.

Maktabs.

110. The number of *maktabs* (recognized and unrecognized) increased from 6,384 to 7,575 during the year, and the number of pupils studying in these institutions increased from 180,668 to 218,483. Of these, 45,414 are girls and 173,069 boys. Rupees 5,11,435 was spent on *maktabs*. Of this amount, Rs. 2,30,638 was provided from public funds. Corresponding amounts for the last year were Rs. 4,80,790 and Rs. 2,06,198, respectively.

Model maktabs.

111. During the year, buildings for 2 model *maktabs* were constructed : one at Sijgram in the district of Murshidabad, and the other at Kharkin in the district of Jessore.

Mohsin fund.

112. In order to provide further facilities for the education of Muhammadan boys, Government, by Resolution No. 4147, dated the 16th November 1915, decided that the cost of the maintenance of Government *madrasahs* should be met solely from Provincial revenues instead of partly from the Mohsin fund. The money thus set free from the Mohsin fund has been utilized to create 124 special stipends for Moslem students.

Conclusion.

113. The recent issue of a comprehensive Government Resolution has made it unnecessary to attempt to summarise the general position as regards the education of Moslems in Bengal. It should be realized that the problem is not merely to get Moslem boys into high schools, but to get them into these schools at such an age and with such attainments in the matter of general education that they can compete on equal terms with boys of other communities. The Reformed Madrasah Scheme is an attempt to bring a system of specifically Islamic education more into line with the requirements of modern life. How far it will succeed, it is impossible as yet to say. In the Chittagong district it has resulted in a heavy fall in the numbers attending the more important *madrasahs* and the establishment of a number of private *madrasahs* teaching the old course. The feeling in Chittagong is that the Reformed Course, while it will not produce good *mollahs*, etc., will fail to turn out a Moslem capable of competing with others in secular life. Those who think that the reform was in the right direction hope that the scheme will eventually secure public confidence, but they consider that this will take time.

CHAPTER XI.

The Education of Special Classes.

Education of chiefs and nobles.

114. The special arrangements made in the Nawab Bahadur's Institution at Murshidabad for the education of the boys of the *Nizamat* family were continued ; 26 boys of the family were being educated in this way during the year.

Education of aborigines and other backward races.

115. During the year Government approved a scheme for the improvement and expansion of education among the Sonthals in the districts of Bankura, Birbhum and Midnapore, and assigned a sum of Rs. 10,257 for its introduction.

Education of the defective.

116. The schools for the deaf and dumb at Calcutta and Barisal and the school for the blind at Calcutta are the only institutions which exist in the Presidency for the education of the physically defective. On the 31st March 1916 these schools had 120 pupils against 116 of the preceding year. The facilities offered at present in the Presidency for the education of defective children are inadequate.

Education of children in tea gardens.

117. Schools for the education of the children of labourers employed in tea-gardens exist in the districts of Jalpaiguri and Darjeeling. During the year the number of these schools increased from 85 to 94. Nine new schools were opened in the Jalpaiguri district, the number of schools in that district being now 28. The schools in the Darjeeling district, which numbered 66, were reported to be working satisfactorily under the management of the Scottish Mission. A fall in the number of pupils in these schools was, however, noticed and attributed to the withdrawal of many boys by their parents for work as whole-time labourers. The difficulties which have hitherto stood in the way of the spread of education in the Jalpaiguri tea-gardens have been largely surmounted and a special non-recurring grant of Rs. 5,250 was paid during the year for the establishment of 30 new schools. These schools will begin work in the current year.

Education of factory children.

118. The scheme for the education of the children of labourers working in the mills along the Hooghly, which was submitted to Government for sanction in 1914-15, was approved during the year of report. The details of the scheme have not yet been finally settled.

CHAPTER XII.

Private Institutions.

119. The schools under this head are the various classes of indigenous schools which stand outside the recognized system of public instruction. During the year these schools increased from 2,374 to 2,407, or by 1·4 per cent., and the number of pupils in them from 62,922 to 66,043, or by 4·9 per cent. It is noteworthy that while the total number of schools increased by only 1·4 per cent., that of the pupils attending them advanced by 4·9 per cent. The increase in the total number of institutions and pupils is mainly due to the increase that occurred in the Presidency, Burdwan and Chittagong Divisions. The Rajshahi Division showed a decrease both in number and in strength. The Dacca Division showed a decrease in schools but an increase in pupils. Of the total number of pupils, 16,659 were Hindus, 47,825 Muhammadans, and 1,559 other races. The large number of Muhammadan pupils in these institutions was due, as was observed in last year's report, to the large number of "Advanced Arabic and Persian" teaching institutions and of Koran schools or unrecognized *maktabs*.

CHAPTER XIII.

Physical and Moral Training.

Hostels.

120. The number of hostels and boarding houses increased from 660 to 735 and that of boarders from 21,760 to 23,545. Of the hostels, 661 were for males and 74 for girls and women; the boarders numbered 19,448 and 4,097, respectively, as compared with 17,647 and 4,113 in 1914-15. The total expenditure incurred on the maintenance of all the hostels amounted to Rs. 22,83,664, towards which Government contributed Rs. 4,25,518, District and Municipal bodies Rs. 1,589, fees Rs. 14,29,428, and other sources Rs. 4,27,129. against Rs. 3,64,656, Rs. 1,303, Rs. 13,73,416, and Rs. 3,92,044, respectively, in the preceding year.

The scale of allowances for superintendents of hostels attached to Government schools and colleges in Eastern Bengal was lower than that prescribed for Western Bengal. A scheme was accordingly worked out in 1914-15 for extension of the Western Bengal scale to Eastern Bengal. The scheme was sanctioned, and by means of the Imperial grant of Rs. 1,32,000 it was found possible to give effect to it from the beginning of the year under review. A part of the grant was also utilized in the payment of three-fourths of the cost of supervision of hostels attached to schools and colleges under private management.

Out of the unspent balance of the non-recurring Imperial grants of previous years and of the Imperial recurring grant of Rs. 1,32,000, a sum of Rs. 3,12,000 was spent during the year on hostels.

Messes.

121. In Calcutta and Dacca the arrangements for the accommodation of students in messes noticed in previous reports continued.

Physical training.

122. Games are popular, especially football, but there are too few grounds and far too many cup competitions. The few play: the majority look on. Drill continues to be the only form of compulsory exercise in all grades of public schools. Country games are popular in village primary schools.

Dr. Segard, the Adviser in Physical Education, visited a number of institutions and their hostels in the various districts of the Presidency and reported that there had been a decided change for the better in the hygienic and sanitary arrangements of most of the institutions.

As in previous years, a course in physical training was given by Dr. Segard at the Young Men's Christian Association in Calcutta, and a number of drill instructors attended. The classes for women teachers were not conducted during the year under report. It is hoped that the suspension of these classes is merely temporary and that, when funds permit, they will be re-started.

The report of the committee appointed to conduct an enquiry into the hygienic conditions of schools and colleges in the Presidency in connexion with the Imperial non-recurring grant of Rs. 3,50,000 was submitted to Government during the year under review, with the recommendations of the Director of Public Instruction. The matter is now under the consideration of the Government of India.

Moral training.

123. There is no regular system of religious or moral instruction in any schools except in Mission schools and in semi-religious institutions, such as *madrasahs*, *maktabs* and *tols*.

Discipline.

124. Open breaches of discipline were creditably few, seeing that the exploitation of colleges and schools by the anarchist organizations was being persistently and almost universally carried on. Babu Nabin Chandra Bose, Head Master, Malda Zilla School, was murdered in January 1916, and one of the boys of the school has since been convicted by the District and Sessions Judge of complicity in the crime.

During the year several students were interned under the Defence of India Act.

The general position was well described by Mr. W. C. Wordsworth in the Annual Report of the Inspector of Schools, Presidency Division :—

"Discipline was satisfactory in a negative sense : discipline in the active sense of a "forming and developing influence is rare. A strange degree of confidence in the value "of moral lessons and wall mottoes is found in many schools: moral teaching to be "successful must be given with great tact and competence, and no amount of moral "teaching will efface the effect of examples of inefficiency and slackness set by too "many of our teachers. School-work properly done, with a proper insistence "on punctuality, accuracy, and regularity, is the best form of moral training, and "insistence on habits of cleanliness is more potent than the most vividly-printed "exhortations put up on the school walls."

CHAPTER XIV.

Conferences.

125. In November 1915, two important conferences were held under the presidency of the Director of Public Instruction—one to discuss matters connected with the working of training colleges, *e.g.*, recruitment of students, amelioration of the practising facilities, etc., and the other to consider various questions relating to revision and co-ordination of the curricula for normal, *guru*-training and primary schools. The recommendations of these conferences are being considered by the Department. No definite suggestions have as yet been worked out ; more light is required on many sides of the problems involved.

As in previous years, conferences were held by some of the Inspectors of Schools at their divisional head-quarters and elsewhere. Several Deputy Inspectors of Schools also held conferences at their district head-quarters and other important centres, in which matters of local interest were discussed. Some of the inspecting officers, while on tour, held conferences of primary and middle school teachers at various places. School method and the teaching of different subjects were considered at these conferences.

A conference was held by the Inspectress of Schools, Presidency and Burdwan Divisions, to discuss matters connected with the improvement of secondary education for girls. The experiment referred to in paragraph 67 was the result of this conference.

CHAPTER XV.

Text-Book Committees.

126. The two text-book committees at Calcutta and Dacca for the Western and Eastern parts of the Presidency, respectively, continued their work. During the year under review the Calcutta Committee reported on 172 books and the Dacca Committee on 245 books.

The rules for the working of the text-book committees have been revised.

W. W. HORNELL,

Director of Public Instruction, Bengal.

EDUCATION—GENERAL TABLES.

1915-16.

EDUCATION—GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in the Bengal Presidency for the official year 1915-16.

(For details, *see* General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.	Advanced.	Elementary schools and other schools not conforming to departmental standards.	Total.	Grand Total.	Percentage of—
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Males— 23,365,225	Institutions. For males ...	29	15	2,500	31,617	126	1,123	35,410	162	1,939	2,101	37,511	Institutions to number of towns and villages. 31·30
		Females— 22,117,852	Institutions. For females	3	1	88	8,793	10	58	8,953	...	306	306	9,259	Institutions to number of towns and villages. 7·72
		Total ... 45,483,077	**Total ...**	**32**	**16**	**2,588**	**40,410**	**136**	**1,181**	**44,363**	**152**	**2,245**	**2,407**	**46,770**	**39·02**
78,699	Towns including Municipalities ... 119 Villages ... 119,732 Total ... 119,851														
		Number of population of school-going age—													
		Males— 3,504,784	Scholars. Males ...	17,100	3,859	376,503	1,067,782	2,455	36,949	1,504,648	5,417	49,663	55,080	1,559,728	Male scholars to male population of school-going age. 44·50
		Females— 3,317,677	Scholars. Females ...	126	29	10,991	259,640	152	2,912	273,850	...	10,963	10,963	284,813	Female scholars to female population of school-going age. 8·58
		Total ... 6,822,461	**Total ...**	**17,226**	**3,888**	**387,494**	**1,327,422**	**2,607**	**39,861**	**1,778,498**	**5,417**	**60,626**	**66,043**	**1,844,541**	**27·03**

EDUCATION—GENERAL.

Abstract Return of Expenditure on Public Instruction in the

(For details, *see*

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special schools.	
1	2	3	4	5	6	7	8
1.—INSTITUTIONS—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Males ...	17,26,597	8,08,938	72,54,015	37,40,699	3,27,920	10,53,602	1,49,11,771
„ Females ...	52,343	7,690	7,59,670	5,62,271	62,672	38,146	14,82,792
Total ...	**17,78,940**	**8,16,628**	**80,13,685**	**43,02,970**	**3,90,592**	**10,91,748**	**1,63,94,563**
2.—(*a*) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.	8·80	6·80	15·84	4·77	4·42	6·02	46·65
(*b*) Percentages of District Fund expenditure included in columns 2—17 to total District Fund expenditure on Public Instruction.	...	...	9·30	68·16	...	3·24	80·70
(*c*) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.	·11	...	24·39	54·22	·23	8·38	87·33
(*d*) Percentages of total expenditure included in columns 2—17 to total expenditure on Public Instruction.	6·93	3·18	31·21	16·76	1·52	4·25	63·85
3.—AVERAGE COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions—							
Cost to Provincial Revenues.	160 12 5	141 7 0	22 1 9	12 5 11	138 1 0	94 0 5	60 4 10
Cost to District and Municipal Funds.	...	...	...	0 1 2	...	0 15 9	0 1 10
Total cost ...	**247 1 1**	**212 15 0**	**46 15 5**	**13 1 5**	**142 1 5**	**112 8 5**	**88 14 6**

TABLE II.

Bengal Presidency for the official year 1915-16.

(General Table IV).

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public Instruction.
Buildings.	Special grants for furniture and apparatus.	University.	Direction.	Inspection.	Scholarships.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.
22,29,300	2,95,426	24,90,281	1,63,485	9,37,166	3,54,816	28,13,311	92,83,785	2,56,78,348
22,29,300	**2,95,426**	**24,90,281**	**1,63,485**	**9,37,166**	**3,54,816**	**28,13,311**	**92,83,785**	**2,56,78,348**
14·54	1·19	13·51	2·07	11·24	3·25	7·55	53·35	100
11·52	1·85	...	...	2·09	1·94	1·90	19·30	100
7·66	·95	...	...	·78	1·08	2·20	12·67	100
8·68	1·15	9·70	·64	3·65	1·38	10·95	36·15	100

Abstract Return of Expenditure on Public Instruction in the

(For details, *see*

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special schools.	
1	2	3	4	5	6	7	8
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3.—AVERAGE COST OF EDUCATING EACH PUPIL IN—*concld.*							
District Board Institutions—							
Cost to Provincial Revenues.	...	...	...	0 0 2	...	1 3 6	0 0 3
Cost to District Funds.	...	...	5 2 6	2 10 10	...	132 0 1	3 1 5
Total cost ...	...	...	**11 11 9**	**4 6 9**	...	**166 7 0**	**5 2 5**
Municipal Institutions—							
Cost to Provincial Revenues.	59 7 3	...	4 6 10	0 2 10	...	...	5 14 11
Cost to Municipal Funds.	1 9 5	...	1 4 4	4 9 5	...	...	1 12 10
Total cost ...	**125 4 9**	**107 8 0**	**22 15 3**	**6 9 10**	...	...	**24 7 10**
Institutions in Native States—							
Cost to Native States' Revenues.	...	...	...	...	...	...	...
Cost to District and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...	...
Aided Institutions—							
Cost to Provincial Revenues.	22 6 11	799 11 8	4 14 10	0 4 6	142 6 11	5 6 7	1 3 3
Cost to District and Municipal Funds.	...	...	1 2 11	1 4 7	2 1 6	1 11 1	1 4 5
Total cost ...	**94 1 8**	**818 9 3**	**22 9 4**	**3 6 5**	**309 6 6**	**20 2 10**	**7 0 5**
Unaided Institutions—							
Total cost ...	**48 3 5**	**44 3 7**	**18 9 3**	**1 9 7**	...	**16 4 2**	**12 7 3**
All Institutions—							
Cost to Provincial Revenues.	40 15 9	131 11 1	3 6 1	0 4 9	138 0 2	12 14 8	2 2 1
Cost to District and Municipal Funds.	0 0 2	...	0 10 11	1 4 9	0 2 6	2 6 4	1 2 8
Total cost ...	**104 14 5**	**200 3 3**	**21 10 4**	**3 6 11**	**15 6 10**	**29 10 7**	**9 10 1**

TABLE II—*concld.*

Bengal Presidency for the official year 1915-16—*concld.*

(General Table IV)—*concld.*

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public Instruction.
Buildings.	Special grants for furniture and apparatus.	University.	Direction.	Inspection.	Scholarships.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.

EDUCATION—

Return of Colleges, Schools and Scholars in

Class of Institutions.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District or	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7
COLLEGIATE EDUCATION.						
Arts Colleges—						
English	8	3,540	3,500	3,133	1	132
Colleges for Professional Training—						
Law	6	2,229	2,347	2,195	1	2
Medicine	1	863	947	945	...	...
Engineering	1	283	282	255	...	...
Teaching	2	73	75	69	...	...
Total for Colleges ...	**18**	**6,988**	**7,151**	**6,597**	**2**	**134**
SCHOOL EDUCATION—(GENERAL).						
Secondary Schools—						
For Boys. High Schools English ...	40	14,737	13,742	11,955	3	1,803
For Boys. Middle do. English ...	4	610	559	465	42	4,660
For Boys. Middle do. Vernacular	3	134	145	104	45	2,944
Total for Secondary Schools for Boys ...	**47**	**15,481**	**14,446**	**12,524**	**90**	**9,407**
For Girls. High Schools English ...	5	958	910	726	...	...
For Girls. Middle do. English ...	3	342	344	256	1	77
For Girls. Middle do. Vernacular	1	128	118	88	1	96
Total for Secondary Schools for Girls ...	**9**	**1,428**	**1,372**	**1,070**	**2**	**173**
Total for Secondary Schools for Boys and Girls.	**56**	**16,909**	**15,818**	**13,594**	**92**	**9,580**
Primary Schools—						
For Boys Upper Primary ...	107	4,133	3,931	3,021	169	8,510
For Boys Lower do. ...	17	652	643	471	2,634	122,087
Total for Primary Schools for Boys ...	**124**	**4,785**	**4,574**	**3,492**	**2,803**	**130,597**
For Girls Upper Primary ...	21	1,162	1,137	851	3	147
For Girls Lower do. ...	46	1,653	1,609	1,192	20	727
Total for Primary Schools for Girls ...	**67**	**2,815**	**2,746**	**2,043**	**23**	**874**
Total for Primary Schools for Boys and Girls.	**191**	**7,600**	**7,320**	**5,535**	**2,826**	**131,471**
SCHOOL EDUCATION—(SPECIAL).						
SCHOOLS FOR SPECIAL INSTRUCTION.						
Training Schools—						
(*a*) For Masters	122	2,371	2,278	1,995	...	...
(*b*) „ Mistresses	3	51	55	50	...	...
Schools of Art	1	276	267	229	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	2	629	651	610	...	...
Engineering and Surveying Schools	2	139	142	122	...	...
Technical and Industrial Schools ...	11	388	363	313	7	352
Commercial Schools	1	116	117	85	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools. Madrasahs	5	1,956	1,881	1,579	...	...
Other Schools. Reformatory Schools ...	...	...	...	...	...	...
Other Schools. Miscellaneous Schools ...	2	323	303	255	...	...
Total for Special Schools ...	**149**	**6,249**	**6,057**	**5,238**	**7**	**352**
Total of Colleges and Schools of Public Instruction	**414**	**37,746**	**36,346**	**30,964**	**2,927**	**141,537**

GENERAL TABLE III.

the Bengal Presidency for the official year 1915-16.

INSTITUTIONS.

MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government, or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
121	120	...	...	...	...	13	5,658	5,579	4,785
2	2	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	23	26	23
123	**122**	...	...	...	...	**15**	**5,681**	**5,605**	**4,808**
1,728	1,496	...	...	...	...	249	70,809	67,075	54,953
4,602	3,609	...	...	...	...	880	90,612	86,891	70,193
2,799	2,147	...	...	...	...	304	17,904	17,152	13,782
9,129	**7,252**	...	...	...	...	**1,433**	**179,325**	**171,118**	**138,928**
...	...	...	...	...	...	20	3,152	3,066	2,718
69	54	...	...	...	...	28	4,030	3,843	3,277
92	70	...	...	...	...	25	2,239	2,626	1,768
161	**124**	...	...	...	...	**73**	**9,421**	**9,535**	**7,763**
9,290	**7,376**	...	...	...	...	**1,506**	**188,746**	**180,653**	**146,691**
8,475	6,617	..	...	...	...	2,850	144,063	141,550	114,944
118,396	92,927	...	...	...	...	22,081	738,921	708,434	580,779
126,871	**99,544**	...	...	...	...	**24,931**	**882,984**	**849,984**	**695,723**
147	86	...	...	...	...	208	12,988	12,524	9,377
729	565	...	...	...	...	7,041	158,302	151,003	120,780
876	**651**	...	...	...	...	**7,249**	**171,290**	**163,527**	**130,157**
127,747	**100,195**	...	...	...	...	**32,180**	**1,054,274**	**1,013,511**	**825,880**
...	...	...	...	...	...	3	77	75	69
...	...	...	...	...	...	7	101	116	112
...	...	...	...	...	...	1	62	70	49
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	3	153	129	94
296	240	...	...	...	...	30	1,002	972	846
...	...	...	..	...	...	7	994	100	82
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	176	12,353	11,773	9,330
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	531	10,463	10,031	8,244
296	**240**	...	...	...	...	**758**	**25,205**	**23,266**	**18,826**
137,456	**107,933**	...	...	...	...	**34,459**	**1,273,906**	**1,22 3,035**	**996 205**

EDUCATION—

Return of Colleges, Schools and Scholars in the

Class of Institutions.	PUBLIC INSTITUTIONS—*concld.* / UNDER PRIVATE MANAGEMENT—*concld.* / Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand Total of institutions.	Grand Total of scholars on the 31st of March.
	18	19	20	21	22	23
COLLEGIATE EDUCATION.						
Arts Colleges—						
English	10	7,896	7,758	6,938	32	17,226
Colleges for Professional Training—						
Law	3	415	400	302	10	2,646
Medicine	...	...	...	...	1	863
Engineering	...	...	...	...	1	283
Teaching	...	...	...	...	4	96
Total for Colleges ...	**13**	**8,311**	**8,158**	**7,240**	**48**	**21,114**
SCHOOL EDUCATION—(GENERAL).						
Secondary Schools—						
For Boys. { High Schools English ...	335	112,575	106,842	88,648	627	199,924
For Boys. { Middle do. { English ...	564	57,375	55,392	43,907	1,490	153,257
For Boys. { Middle do. { Vernacular	31	2,112	2,022	1,560	383	23,094
Total for Secondary Schools for Boys ...	**930**	**172,062**	**164,256**	**134,115**	**2,500**	**376,275**
For Girls. { High Schools English ...	1	39	34	33	26	4,149
For Girls. { Middle do. { English ...	2	113	107	94	34	4,562
For Girls. { Middle do. { Vernacular	1	45	42	24	28	2,508
Total for Secondary Schools for Girls ...	**4**	**197**	**183**	**151**	**88**	**11,219**
Total for Secondary Schools for Boys and Girls.	**934**	**172,259**	**164,439**	**134,266**	**2,588**	**387,494**
Primary Schools—						
For Boys ... { Upper Primary ...	69	3,365	3,176	2,575	3,195	160,071
For Boys ... { Lower ditto	3,690	102,737	94,059	77,945	28,422	964,397
Total for Primary Schools for Boys ...	**3,759**	**106,102**	**97,235**	**80,520**	**31,617**	**1,124,468**
For Girls ... { Upper Primary ...	4	199	185	144	236	14,496
For Girls ... { Lower ditto ...	1,450	27,776	25,397	20,964	8,557	188,458
Total for Primary Schools for Girls ...	**1,454**	**27,975**	**25,582**	**21,108**	**8,793**	**202,954**
Total for Primary Schools for Boys and Girls.	**5,213**	**134,077**	**122,817**	**101,628**	**(a)40,410**	**1,327,422**
SCHOOL EDUCATION—(SPECIAL).						
SCHOOLS FOR SPECIAL INSTRUCTION.						
Training Schools—						
(a) For Masters	1	7	7	7	126	2,455
(b) „ Mistresses	...	...	...	...	10	152
Schools of Art	2	280	261	221	4	618
Law Schools	...	...	...	...	...	...
Medical Schools	8	879	822	712	10	1,508
Engineering and Surveying Schools	...	...	...	...	5	292
Technical and Industrial Schools ...	9	239	208	136	57	1,981
Commercial Schools	4	205	155	124	12	1,315
Agricultural Schools	1	2	2	2	1	2
Other Schools. { Madrasahs	69	4,187	3,755	3,084	250	18,496
Other Schools. { Reformatory Schools ...	...	...	...	...	...	..
Other Schools. { Miscellaneous Schools ...	309	4,863	4,508	3,743	(b)842	15,649
Total for Special Schools ...	**403**	**10,662**	**9,718**	**8,029**	**1,317**	**42,468**
Total of Colleges and Schools of Public Instruction	**6,563**	**325,309**	**305,132**	**251,163**	**44,363**	**17,78,498**

(a) Includes 5,857 maktabs with 1,80,900 pupils. (b) Includes 103 maktabs with 2,475 pupils and 567 tols with 6,972 pupils.

GENERAL TABLE III.—*contd*

Bengal Presidency for the official year 1915-16.

NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—									Number of girls in boys' schools.	Number of boys in girls' schools.
ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24(a)	24(b)	24	25(a)	25(b)	25	26(a)	26(b)	26	27	28
17,100	126	17,226	11,004	51	11,055	15,667	100	15,767	2	...
2,646	...	2,646	...	...	...	...	...	...	...	...
844	19	863	...	...	...	...	...	...	19	...
283	...	283	...	...	...	...	...	...	...	...
86	10	96	...	...	...	...	...	...	...	..
20,959	**155**	**21,114**	**11,004**	**51**	**11,055**	**15,667**	**100**	**15,767**	**21**	...
193,087	39	193,126	102,002	16	102,018	199,076	17	199,093	40	...
101,588	432	102,020	6,752	13	6,765	151,645	212	151,857	565	...
241	...	241	168	...	168	22,948	146	23,094	146	...
294,916	**471**	**295,387**	**108,922**	**29**	**108,951**	**373,669**	**375**	**374,044**	**751**	...
465	3,426	3,891	93	1,689	1,782	125	1,998	2,123	.	498
364	2,638	3,002	7	292	299	82	2,480	2,562	...	426
...	27	27	...	40	40	55	2,453	2,508	...	55
829	**6,091**	**6,920**	**100**	**2,021**	**2,121**	**262**	**6,931**	**7,193**	...	**979**
295,745	**6,562**	**302,307**	**109,022**	**2,050**	**111,072**	**373,931**	**7,306**	**381,237**	**751**	**979**
304	59	363	2,676	24	2,700	155,142	4,570	159,712	4,629	...
...	...	...	107,505	8,627	116,132	908,486	55,911	964,397	55,911	...
304	**59**	**363**	**110,181**	**8,651**	**118,832**	**1,063,628**	**60,481**	**1,124,109**	**60,540**	...
172	289	461	...	93	93	572	13,492	14,064	...	739
8	32	40	794	30,467	31,261	3,107	185,311	188,418	...	3,115
180	**321**	**501**	**794**	**30,560**	**31,354**	**3,679**	**1,98,803**	**202,482**	....	**3,854**
484	**380**	**864**	**110,975**	**39,211**	**150,186**	**1,067,307**	**259,284**	**1,326,591**	**60,540**	**3,854**
212	...	212	259	...	259	2,455	...	2,455	...	..
...	16	16	...	2	2	...	138	138	...	...
577	41	618	...	...	...	302	40	342	41	...
...	...	...	...	...	...	...	...	...	...	...
1,034	18	1,052	...	...	...	1,272	15	1,287	18	...
292	...	292	...	...	...	...	...	...	...	...
433	44	477	...	...	...	1,255	549	1,804	39	14
333	982	1,315	...	...	...	124	7	131	7	5
...	...	...	...	...	...	2	...	2	...	...
8,439	...	8,439	16,101	36	16,137	15,359	6	15,365	42	...
...	...	...	...	...	...	...	...	...	...	...
2,111	149	2,260	9,296	837	10,133	8,901	417	9,318	371	29
13,431	**1,250**	**14,681**	**25,656**	**875**	**26,531**	**29,670**	**1,172**	**30,842**	**518**	**48**
330,619	**8,347**	**338,966**	**256,657**	**42,187**	**298,844**	**14,86,575**	**267,862**	**17,54,437**	**61,830**	**4,881**

EDUCATION—GENERAL TABLE III—*concld.*

	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—									Number of girls in boys' schools.	Number of boys in girls' schools.
			ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
	22	23	24(*a*)	24(*b*)	24	25(*a*)	25(*b*)	25	26(*a*)	26(*b*)	26	27	28
PRIVATE INSTITUTIONS.													
1. *Advanced, teaching*—													
(*a*) Arabic or Persian ...	95	4,943	35	...	35	4,912	.....	4,912	470	.....	470	.....	...
(*b*) Sanskrit	67	474	.....	...	.....	474	.....	474	.....	.....	.....	.....	..
(*c*) Any other Oriental Classic	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	...
2. *Elementary, teaching a Vernacular only or mainly.* For Boys	120	3 029	235	...	235	131	7	138	2,948	77	3,025	77	...
„ Girls	30	583	.....	...	.....	.....	18	18	.....	583	583	.....	...
3. *Elementary, teaching the Koran.* For Boys	1,369	31,384	.....	...	.....	26,590	4,790	31,380	423	54	477	4,790	...
„ Girls	246	3,724	.....	...	.....	360	3,348	3,708	155	244	399	.....	360
4. *Other Schools not conforming to Departmental Standard.* For Boys	459	20,155	8,463	18	8,481	2,762	88	2,850	19,697	405	20,102	405	...
„ Girls	30	1,751	.....	137	137	.....	285	285	7	1,737	1,744	.....	7
Total ...	**2,407**	**66,043**	**8,733**	**155**	**8,888**	**35,229**	**8,536**	**43,765**	**23,700**	**3,100**	**26,800**	**5,272**	**367**
Grand Total for 1915-16 ...	**46,770**	**18,44,541**	**339,352**	**8,502**	**347,854**	**291,886**	**50,723**	**342,609**	**15,10,275**	**270,962**	**17,81,237**	**67,102**	**5,248**

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars in the Bengal Presidency on the 31st March 1916, classified according to sex, race, or creed.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.				Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Babhans, Raiputs, Baidyas and Kayasthas.	Others.	Total.					
1		2	3	4	5	6	7	8	9	10	11	12
COLLEGIATE EDUCATION.												
Arts Colleges—												
English ...	Male ...	14	157	5,243	7,320	2,786	15,349	1,534	36	6	4	17,100
	Female	15	30	19	51	10	80	1	...	...	...	126
Colleges for Professional Training—												
Law ...	Male ...	3	8	1,039	1,274	145	2,458	175	2	...	...	2,646
	Female	...	...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	49	5	228	376	151	755	26	6	3	...	844
	Female	17	1	...	1	...	1	...	...	...	...	19
Engineering	Male ...	40	3	78	97	56	231	9	...	...	...	283
	Female	...	...	...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	2	2	28	34	6	68	14	...	...	...	86
	Female	...	5	3	...	...	3	...	...	...	2	10
Total for Colleges ...		**140**	**211**	**6,638**	**9,153**	**3,154**	**18,945**	**1,759**	**44**	**9**	**6**	**21,114**
SCHOOL EDUCATION (GENERAL).												
Secondary Schools—												
For Boys—												
High Schools.	Male ...	2,182	808	46,269	54,468	55,570	156,307	39,527	875	61	124	199,884
	Female	35	...	1	...	...	1	...	...	2	2	40
Middle Schools—												
English ...	Male ...	1,345	895	20,983	25,151	52,095	98,229	51,130	814	4	275	152,692
	Female	415	11	22	31	65	118	16	...	...	5	565
Vernacular	Male ...	...	317	2,159	2,510	8,817	13,486	8,925	85	...	135	22,948
	Female	...	19	37	28	47	112	15	...	...	...	146
For Girls—												
High Schools.	Male ...	293	37	46	36	13	95	7	3	4	59	498
	Female	1,511	658	361	741	224	1,326	38	8	10	100	3,651
Middle Schools—												
English ...	Male ...	330	26	26	8	31	65	...	...	5	...	426
	Female	1,593	540	474	751	593	1,818	123	3	43	16	4,136
Vernacular	Male ...	...	4	15	17	18	50	1	...	...	...	55
	Female	...	547	537	843	418	1,798	108	...	...	..	2,453
Total for Secondary Schools.		**7,704**	**3,862**	**70,930**	**84,584**	**117,891**	**273,405**	**99,890**	**1,788**	**129**	**716**	**387,494**

EDUCATION—GENERAL TABLE IIIA—*contd.*

Number of Scholars in the Bengal Presidency on the 31st March 1916, classified according to sex, race, or creed—*contd.*

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.				Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Babhans, Rajputs, Baidyas and Kayasthas.	Others.	Total.					
1		2	3	4	5	6	7	8	9	10	11	12
SCHOOL EDUCATION (GENERAL)—*concld.*												
Primary Schools—												
For Boys—												
Upper Primary.	Male ...	328	408	12,703	12,542	75,083	100,328	52.663	702	...	1,013	155,442
	Female ...	59	58	840	440	2,560	3,840	642	10	...	20	4,629
Lower Primary.	Male ...	...	2,534	34,468	43,408	337,180	415,056	476,138	3,622	10	11,126	908,486
	Female ...	...	483	5,174	3,661	22,747	31,582	23,146	211	...	489	55,911
For Girls—												
Upper Primary.	Male ...	159	72	85	115	213	413	88	6	...	1	739
	Female ...	268	510	3,384	4,230	4,135	11,749	1,143	85	...	2	13,757
Lower Primary.	Male ...	24	144	168	275	568	1,011	1,906	30	...	...	3,115
	Female ...	94	2,216	16,131	26,378	44,930	87,439	94,696	773	...	125	185,343
Total for Primary Schools		**932**	**6,425**	**72,953**	**91,049**	**487,416**	**651,418**	**650,422**	**5,439**	**10**	**12,776**	**1,327,422**
SCHOOL EDUCATION (SPECIAL).												
Training Schools.	Male ...	...	91	299	258	729	1,286	1,058	12	...	8	2,455
	Female ...	14	106	4	21	...	25	4	3	...	...	152
Schools of Art.	Male ...	2	13	205	198	132	535	26	1	...	...	577
	Female ...	1	1	12	17	10	39	...	...	...	...	41
Law Schools.	Male ...	...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools.	Male ...	...	15	303	535	516	1,354	121	...	...	...	1,490
	Female ...	1	13	...	4	...	4	...	...	...	...	18
Engineering and Surveying Schools.	Male ...	118	4	30	111	12	153	10	1	...	6	292
	Female ...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male ...	25	215	142	160	404	706	431	4	...	15	1,396
	Female ...	36	249	16	34	114	164	55	70	1	10	585
Commercial Schools.	Male ...	19	10	91	151	21	263	39	2	...	...	333
	Female ...	969	9	...	...	...	...	...	...	...	4	982
Agricultural Schools.	Male ...	...	...	...	...	2	2	...	...	...	...	2
	Female ...	...	...	...	...	...	...	...	...	...	...	...
Other Schools. Madrasahs.	Male ...	...	...	55	176	433	664	17,786	...	...	4	18,454
	Female ...	...	...	...	...	...	...	42	...	...	...	42
Other Schools. Reformatory Schools.	Male ...	...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...	...
Other Schools. Miscellaneous Schools.	Male ...	...	69	6,127	1,561	2,736	10,424	3,901	9	...	2	14,405
	Female ...	...	46	95	87	75	257	941	...	...	...	1,244
Total for Special Schools		**1,185**	**841**	**7,379**	**3,313**	**5,184**	**15,876**	**24,414**	**102**	**1**	**49**	**42,468**
Total for Colleges and Schools of Public instruction.		**9,961**	**11,339**	**157,900**	**188,099**	**613,645**	**959,644**	**776,485**	**7,373**	**149**	**13,547**	**1,778,498**

EDUCATION—GENERAL TABLE IIIA—*concld.*

Number of Scholars in the Bengal Presidency on the 31st March 1916, classified according to sex, race, or creed—*concld.*

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.				Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Babhans, Rajputs, Baidyas and Kayas (1).	Others.	Total.					
1		2	3	4	5	6	7	8	9	10	11	12
PRIVATE INSTITUTIONS.												
1. *Advanced, teaching*—												
(*a*) Arabic or Persian	Male	...	...	...	...	...	...	4,943	...	...	...	4,943
	Female	...	...	...	...	..	...	...	...	...	...	...
(*b*) Sanskrit	Male	..	...	431	36	7	474	...	...	...	...	474
	Female	...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching—A vernacular only or mainly*—												
For Boys ...	Male	...	13	115	188	765	1,068	1,792	45	...	34	2,952
	Female	...	...	8	15	17	40	31	6	...	...	77
For Girls ...	Male	...	...	...	...	...	...	...	...	...	...	...
	Female	...	14	42	59	64	165	404	...	...	...	583
3. *Elementary, teaching—The Koran only*—												
For Boys ...	Male	...	...	...	...	...	...	26,594	...	...	...	26,594
	Female	...	...	...	...	...	...	4,790	...	...	...	4,790
For Girls ...	Male	...	...	...	...	...	...	360	...	...	...	360
	Female	...	...	...	...	...	...	3,364	...	...	...	3,364
4. *Other Schools not conforming to Departmental Standards*—												
For Boys ...	Male	...	160	2,561	3,671	7,271	13,503	5,195	889	...	3	19,750
	Female	...	12	45	60	112	217	176	...	...	...	405
For Girls ...	Male	...	5	2	...	...	2	...	...	...	...	7
	Female	...	372	372	457	361	1,190	176	...	...	6	1,744
Total for Private institutions.		...	**576**	**3,576**	**4,486**	**8,597**	**16,659**	**47,825**	**940**	...	**43**	**66,043**
Grand Total for 1915-16		**9,961**	**11,915**	**161,476**	**192,585**	**622,242**	**976,303**	**824,310**	**8,313**	**4 9**	**13,590**	**1,844,541**

EDUCATION—

Return of expenditure on Public Instruction

Objects of Expenditure.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.									
Arts Colleges—									
English	5,62,712	...	...	2,85,078	3,864	13,080	8,64,734	7,194	...
Colleges for Professional Training—									
Law	30,000	...	...	1,48,472	...	..	1,78,472	...	...
Medicine	2,13,547	...	...	83,703	...	...	2,97,250	...	...
Engineering	1,92,432	...	...	18,636	...	10,234	2,21,302	...	...
Teaching	80,417	...	...	.....	...	...	80,417	...	...
Total for Colleges ...	**10,79,108**	...	...	**5,35,889**	**3,864**	**23,314**	**16,42,175**	**7,194**	...
SCHOOL EDUCATION.									
GENERAL.									
Secondary Schools—									
For Boys. High Schools ... English ...	2,40,030	...	...	3,53,025	254	3,445	5,96,754	7,673	...
For Boys. Middle Schools English ...	11,655	...	...	3,604	...	...	15,259	..	15,451
For Boys. Middle Schools Vernacular	3,481	...	...	335	...	...	3,816	...	19,752
Total for Secondary Schools for Boys.	**2,55,166**	...	...	**3,56,964**	**254**	**3,445**	**6,15,829**	**7,673**	**35,203**
For Girls. High Schools ... English ...	82,051	...	...	31,160	300	..	1,13,511	...	...
For Girls. Middle Schools English ...	9,458	...	...	345	663	...	10,466	2,382	...
For Girls. Middle Schools Vernacular	3,072	...	...	.....	...	...	3,072	855	...
Total for Secondary Schools for Girls.	**94,581**	...	...	**31,505**	**963**	...	**1,27,049**	**3,237**	...
Total for Secondary Schools for Boys and Girls.	**3,49,747**	...	...	**3,88,469**	**1,217**	**3,445**	**7,42,878**	**10,910**	**35,203**
Primary Schools—									
For Boys ... Upper Primary ...	63,188	...	...	2,921	...	13	66,122	24	32,911
For Boys ... Lower do. ...	6,889	...	...	185	...	...	7,074	1,713	3,03,507
Total for Primary Schools for Boys.	**70,077**	...	...	**3,106**	...	**13**	**73,196**	**1,737**	**3,36,418**
For Girls ... Upper Primary ...	9,385	120	60	122	465	105	10,257	...	504
For Girls ... Lower do. ...	11,081	279	84	131	653	129	12,357	...	3,939
Total for Primary Schools for Girls.	**20,466**	**399**	**144**	**253**	**1,118**	**234**	**22,614**	...	**4,443**
Total for Primary Schools for Boys and Girls.	**90,543**	**399**	**144**	**3,359**	**1,118**	**247**	**95,810**	**1,737**	**3,40,861**

GENERAL TABLE IV.

in the Bengal Presidency for the official year 1915-16.

INSTITUTIONS.

MANAGEMENT.														
District or Municipal Boards.					Maintained by Native States.							UNDER PRIVATE MANAGEMENT Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
192	7,546	...	229	15,161	...	...	...	...	...	...	...	1,25,140	...	...
...	215	...	...	215	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	.	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	20,793	...	...
192	**7,761**	**...**	**229**	**15,376**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**1,45,933**	**...**	**...**
1,085	34,914	...	248	43,920	...	...	...	...	...	...	...	3,65,152	3,203	6,935
987	37,010	2,070	...	55,518	...	...	...	...	...	...	...	2,19,466	1,53,264	14,897
...	11,497	951	...	32,200	...	...	...	...	...	...	...	37,425	19,618	192
2,072	**83,421**	**3,021**	**248**	**1,31,638**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**6,22,043**	**1,76,085**	**22,024**
...	...	...	...	...	...	...	...	...	...	...	...	1,53,557	...	3,512
...	469	48	69	2,968	...	...	...	...	...	...	...	97,565	385	9,279
1,064	140	...	...	2,059	...	...	...	...	...	...	...	17,344	254	2,418
1,064	**609**	**48**	**69**	**5,027**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**2,68,466**	**639**	**15,209**
3,136	**84,030**	**3,069**	**317**	**1,36,665**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**8,90,509**	**1,76,724**	**37,233**
756	16,715	850	70	51,326	...	...	...	...	...	...	...	43,238	2,56,222	12,292
1,017	1,87,756	13,535	2,420	5,09,948	...	...	...	...	...	...	...	1,06,515	7,58,229	52,022
1,773	**2,04,471**	**14,385**	**2,490**	**5,61,274**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**1,49,753**	**10,14,451**	**64,314**
430	...	...	...	934	...	...	...	...	...	...	...	63,043	6,439	7,029
...	...	...	...	3,939	...	...	...	...	...	...	...	72,211	1,90,962	18,806
430	**...**	**...**	**...**	**4,873**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**1,35,254**	**1,97,401**	**25,835**
2,203	**2,04,471**	**14,385**	**2,490**	**5,66,147**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**2,85,007**	**12,11,852**	**90,149**

EDUCATION—

Return of Expenditure on Public Instruction

Objects of Expenditure.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards—*concluded.*				Un-	
	Fees, including fees paid from Mosbin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.						
Arts Colleges—						
English	2,75,149	1,395	1,23,312	5,24,996	3,40,114	19,398
Colleges for Professional Training—						
Law	...	...	...	...	17,019	...
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Teaching	490	...	...	21,283	...	...
Total for Colleges ...	**2,75,639**	**1,395**	**1,23,312**	**5,46,279**	**3,57,133**	**19,398**
SCHOOL EDUCATION.						
GENERAL.						
Secondary Schools—						
For Boys. High Schools ... English ...	13,56,462	98,389	69,606	18,99,747	21,06,584	1,83,596
For Boys. Middle Schools { English ...	7,63,622	1,91,776	63,406	14,06,431	4,18,319	1,29,804
For Boys. Middle Schools { Vernacular	68,205	21,663	4,973	1,52,076	9,002	5,041
Total for Secondary Schools for Boys.	**21,88,289**	**3,11,828**	**1,37,985**	**34,58,254**	**25,33,905**	**3,18,441**
For Girls. High Schools ... English ...	1,38,023	34,729	59,437	3,89,258	...	...
For Girls. Middle Schools { English ...	34,924	14,399	20,649	1,77,201	3,360	161
For Girls. Middle Schools { Vernacular	5,668	26,462	2,490	54,636	23	654
Total for Secondary Schools for Girls.	**1,78,615**	**75,590**	**82,576**	**6,21,095**	**3,383**	**815**
Total for Secondary Schools for Boys and Girls.	**23,66,904**	**3,87,418**	**2,20,561**	**40,79,349**	**25,37,288**	**3,19,256**
Primary Schools—						
For Boys ... { Upper Primary ...	3,10,140	47,953	10,310	6,80,155	8,461	2,457
For Boys ... { Lower Primary ...	11,37,621	1,50,012	39,426	22,43,825	1,31,797	29,366
Total for Primary Schools for Boys.	**14,47,761**	**1,97,965**	**49,736**	**29,23,980**	**1,40,258**	**31,823**
For Girls .. { Upper Primary ...	18,866	36,764	22,417	1,54,558	168	940
For Girls .. { Lower Primary ...	15,375	50,292	18,684	3,66,330	2,537	6,355
Total for Primary Schools for Girls.	**34,241**	**87,056**	**41,101**	**5,20,888**	**2,705**	**7,295**
Total for Primary Schools for Boys and Girls.	**14,82,002**	**2,85,021**	**90,837**	**34,44,868**	**1,42,963**	**39,118**

GENERAL TABLE IV—*contd.*

in the Bengal Presidency for the official year 1915-16.

INSTITUTIONS. MANAGEMENT. aided.		TOTAL EXPENDITURE FROM—							
						ALL OTHER SOURCES.			
							Public.		
Endowments and other sources.	Total.	Provincial revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States, Revenues.	Imperial contributions.	Grand Total.
32	33	34	35	36	37	38	39	39(*a*)	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
14,537	3,74,049	6,95,046	...	192	9,07,887	1,75,815	...	...	17,78,940
670	17,689	30,000	...	...	1,65,706	670	...	...	1,96,376
...	...	2,13,547	...	...	83,703	...	...	...	2,97,250
...	...	1,92,432	...	...	18,636	10,234	...	...	2,21,302
...	...	1,01,210	...	...	490	...	...	...	1,01,700
15,207	**3,91,738**	**12,32,235**	...	**192**	**11,76,422**	**1,86,719**	...	...	**25,95,568**
1,55,297	24,45,477	6,12,855	3,203	(*a*)9,220	38,50,985	5,08,435	1,200	...	49,85,898
38,968	5,87,091	2,31,121	1,68,715	(*b*)15,928	12,22,555	4,25,076	904	...	20,64,299
1,683	15,726	40,906	39,370	192	89,039	34,311	...	...	2,03,818
1,95,948	**30,48,294**	**8,84,882**	**2,11,288**	**25,340**	**51,62,579**	**9,67,822**	**2,104**	...	**72,54,015**
...	...	2,35,608	...	3,512	1,69,183	94,466	...	...	5,02,769
2,301	5,822	1,09,405	385	9,279	39,098	38,290	...	...	1,96,457
...	677	21,271	254	3,482	5,831	29,281	325	...	60,444
2,301	**6,499**	**3,66,284**	**639**	**16,273**	**2,14,112**	**1,62,037**	**325**	...	**7,59,670**
1,98,249	**30,54,793**	**12,51,166**	**2,11,927**	**41,613**	**53,76,691**	**11,29,859**	**2,429**	...	**80,13,685**
593	11,511	1,06,450	2,89,133	13,048	3,38,237	61,672	574	...	8,09,114
9,575	1,70,738	1,15,117	10,61,736	53,039	14,57,359	2,43,102	1,232	...	29,31,585
10,168	**1,82,249**	**2,21,567**	**13,50,869**	**66,087**	**17,95,596**	**3,04,774**	**1,806**	...	**37,40,699**
16	1,124	72,428	7,063	7,519	19,156	60,707	...	...	1,66,873
3,880	12,772	83,292	1,95,180	18,890	18,043	79,837	156	...	3,95,398
3,896	**13,896**	**1,55,720**	**2,02,243**	**26,409**	**37,199**	**1,40,544**	**156**	...	**5,62,271**
14,064	**1,96,145**	**3,77,287** (*c*)	**15,53,112** (*d*)	**92,496** (*e*)	**18,32,795** (*f*)	**4,45,318** (*g*)	**1,962**	...	**43,02,970** (*h*)

(*a*) Includes Rs. 1,200 paid to unaided schools.
(*b*) ,, ,, 44 ,, ,, ,,
(*c*) ,, ,, 35,820, given to maktabs.
(*d*) ,, ,, 1,72,044 ,, ,,

(*e*) Includes Rs. 18,526, given to maktabs.
(*f*) ,, ,, 2,15,564 raised in maktabs.
(*g*) ,, ,, 59,026 ,, ,,
(*h*) ,, ,, 5,00,980 incurred on maktabs.

EDUCATION—

Return of Expenditure on Public Instruction

Objects of Expenditure.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Districts Funds.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOLS FOR SPECIAL INSTRUCTION.									
Training Schools for—									
(*a*) Masters	2,94,898	..	...	9,181	...	162	3,04,241	...	...
(*b*) Mistresses	27,207	...	...	47	...	...	27,254	...	...
Schools of Art	28,927	...	...	4,728	...	...	33,655	...	...
Law Schools	...	...	...	...	...	..	..	...	...
Medical Schools	89,368	...	...	24,361	...	...	1,13,729	...	...
Engineering and Surveying Schools.	50,801	...	..	5,514	293	2,264	58,875	...	...
Technical and Industrial Schools	54,078	3,660	...	1,185	...	7,289	66,212	360	39,073
Commercial Schools	17,389	...	...	3,803	...	...	21,192	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools. Reformatory Schools ...	...	...	...	...	...	...	...	...	...
Other Schools. Madrasahs	98,795	...	...	11,163	...	4,144	1,14,102	...	...
Other Schools. Miscellaneous Schools	10,800	...	...	...	...	484	11,284	...	...
Total ...	**6,72,266**	**3,660**	**...**	**59,982**	**293**	**14,343**	**7,50,544**	**360**	**39,073**
Total of Direct Expenditure ...	**21,91,664**	**4,059**	**144**	**9,87,699**	**6,492**	**41,349**	**32,31,407**	**20,201**	**4,15,137**
INDIRECT EXPENDITURE.									
Buildings	8,58,020	1,803	...	...	...	5,123	8,64,946	9,000	1,89,459
Furniture and Apparatus (Special grants only).	8,885	13	...	72	...	...	8,970	1,678	29,570
Total ...	**8,66,905**	**1,816**	**...**	**72**	**...**	**5,123**	**8,73,916**	**10,678**	**2,19,029**
University		...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical Colleges ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Other Professional Colleges.	...	...	...	...	...	...	...	..	...
Scholarships or stipends held in— Secondary Schools	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Primary Schools ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical Schools ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Other Special Schools.	...	...	...	...	...	...	...	...	...
Total charges for Scholarships ...	...	...	...	...	...	...	...	...	...

GENERAL TABLE IV—*contd.*

in the Bengal Presidency for the official year 1915-16.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	10,078	...	...
...	...	...	...	...	...	...	...	..	...	...	...	17,127	...	400
...	...	...	...	...	...	...	..	..	...	...	...	1,800	...	450
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...		...	...	...	...	...	...	...
...	...	...	...	...	...	...	...		...	...	...	3,930	...	...
135	4,460	...	5,237	49,265	...	...	...	...	...	...	...	14,323	...	1,767
...	...	...	...	...	...	...	...	...	...	...	...	9,205	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	46,112	13,870	959
...	...	...	...	...	...	...	...	...	...	...	...	49,560	17,246	10,970
135	**4,460**	...	**5,237**	**49,265**	...	...	...	...	...	...	...	**1,52,135**	**31,116**	**14,546**
5,666	**3,00,722**	**17,454**	**8,273**	**7,67,453**	...	...	...	...	...	...	...	**14,73,584**	**14,19,692**	**1,41,928**
4,164	...	1,059	4,393	2,08,075	...	...	...	...	...	...	...	2,57,160	62,563	8,911
612	...	38	27	31,925	...	...	...	...	...	...	...	44,423	12,447	1,018
4,776	...	**1,097**	**4,420**	**2,40,000**	...	...	...	...	...	...	...	**3,01,583**	**75,010**	**9,929**
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

EDUCATION—

Return of Expenditure on Public Instruction

Objects of Expenditure.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards—*concld.*				Un-	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
	26	27	28	29	30	31
SCHOOLS FOR SPECIAL INSTRUCTION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools for—						
(*a*) Masters	...	4,932	8,669	23,679	(*x*)	(*x*)
(*b*) Mistresses	5,475	9,561	2,855	35,418	...	...
Schools of Art	1,123	...	6,488	9,861	10,051	319
Law Schools	...	...	...	...	...	...
Medical Schools	..	...	...	...	28,319	362
Engineering and Surveying Schools.	3,043	3,559	2,562	13,094	...	...
Technical and Industrial Schools	2,659	14,472	31,895	65,116	...	226
Commercial Schools	1,654	...	377	11,236	7,438	...
Agricultural Schools	...	...	...	...	...	...
Other Schools. Reformatory Schools ...	...	...	...	...	...	...
Other Schools. Madrasahs ...	61,231	47,113	14,122	1,83,407	14,223	13,582
Other Schools. Miscellaneous Schools	8,032	47,428	49,582	1,82,818	14,427	14,399
Total ...	**83,217**	**1,27,065**	**1,16,550**	**5,24,629**	**74,458**	**28,888**
Total of Direct Expenditure ...	**42,07,762**	**8,00,899**	**5,51,260**	**85,95,125**	**31,11,842**	**4,06,660**
INDIRECT EXPENDITURE.						
Buildings	42,831	2,07,816	2,73,280	8,52,561	19,377	55,243
Furniture and Apparatus (Special grants only).	51,511	19,561	42,454	1,71,414	2,627	12,025
Total ...	**94,342**	**2,27,377**	**3,15,734**	**10,23,975**	**22,004**	**67,268**
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges ...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...
Other Professional Colleges.	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ..	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools.	...	...	...	...	...	...
Total charges for Scholarships ...	...	...	...	...	...	...

(*x*) There is one unaided training class for masters; its expenditure figures have not

GENERAL TABLE IV—*contd.*

in the Bengal Presidency for the official year 1915-16.

INSTITUTIONS. / MANAGEMENT. / aided.	TOTAL EXPENDITURE FROM—								
						ALL OTHER SOURCES.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	Grand Total.
32	33	34	35	36	37	38	39	39(*a*)	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
(*x*)	(*x*)	3,04,976	...	...	9,181	13,763	...	...	3,27,920
...	...	44,334	...	400	5,522	12,416	...	...	62,672
1,500	11,870	30,727	...	450	15,902	8,307	...	...	55,386
...	...	...	...	...	...	...	...	...	...
...	28,681	89,368	...	...	52,680	362	...	...	1,42,410
...	...	54,734	...	...	8,557	8,678	...	...	71,969
3,526	3,752	68,761	42,733	1,902	8,304	62,645	...	...	1,84,345
119	7,557	26,594	...	...	12,895	496	...	...	39,985
185	185	...	...	...	...	185	...	...	185
...	...	...	...	...	...	...	...	...	...
7,046	34,851	1,44,907	13,870	959	86,617	86,007	...	...	3,32,360
42,180	71,006	(*e*)60,360	(*f*)17,246	(*g*)10,970	(*h*)22,459	(*i*)1,53,833	240	...	(*k*)2,65,108
54,556	**1,57,902**	**8,24,761**	**73,849**	**14,681**	**2,22,117**	**3,46,692**	**240**	...	**14,82,340**
2,82,076	**38,00,578**	**36,85,449**	**18,38,888**	(*a*)**1,48,982**	**86,08,025**	**21,08,588**	**4,631**	...	**1,63,94,563**
		(*b*)	(*c*)						
2,29,098	3,03,718	11,49,000	2,62,525	13,075	62,208	7,42,492	...	...	22,29,300
68,465	83,117	(*d*)93,763	42,030	1,630	54,210	1,03,793	...	...	2,95,426
2,97,563	**3,86,835**	**12,42,763**	**3,04,555**	**14,705**	**1,16,418**	**8,46,285**	...	...	**25,24,726**
...	...	**10,66,981**	...	...	**7,74,854**	**6,48,446**	...	...	**24,90,281**
...	...	**1,63,485**	...	...	...	...	...	...	**1,63,485**
...	...	**8,87,902**	**47,554**	**1,326**	...	**384**	...	...	**9,37,166**
...	...	1,00,775	...	...	1,365	34,652	...	...	1,36,792
...	...	30,406	660	...	...	4,987	...	...	36,053
...	...	22,232	1,242	21	2,382	239	...	...	26,116
...	...	65,037	24,649	1,245	547	2,727	...	...	94,205
...	...	1,316	6,261	133	...	4	...	...	7,714
...	...	6,911	200	...	...	867	...	...	7,978
...	...	10,155	7,006	331	...	263	124	...	17,879
...	...	19,693	4,258	108	1,414	2,606	...	...	28,079
...	...	**2,56,525**	**44,276**	**1,838**	**5,708**	**46,345**	**124**	...	**3,54,816**

been supplied by the school authorities. Hence these columns are left blank.

(*a*) Includes Rs. 1,244 paid to unaided schools.
(*b*) ,, ,, 24,820 ,, ,, ,, ,,
(*c*) ,, ,, 8,700 ,, ,, ,, ,,
(*d*) ,, ,, 38,777 ,, ,, ,, ,,
(*e*) ,, ,, 939 for maktabs and Rs. 26,546 for tols.
(*f*) Includes Rs. 2,380 for maktabs and Rs. 14,542 for tols.
(*g*) ,, ,, 305 ,, ,, ,, ,, 5,382 ,, ,,
(*h*) ,, ,, 616 ,, ,, ,, ,, 264 ,, ,,
(*i*) ,, ,, 5,125 ,, ,, ,, ,, 1,12,942 ,, ,,
(*k*) ,, ,, 9,365 ,, ,, ,, ,, 1,59,676 ,, ,,

EDUCATION—

Return of Expenditure of Public Instruction

Objects of Expenditure.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE—*contd.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Miscellaneous—									
Hostel (boarding) charges ...	..	...	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...	...	...
Charges for conducting examinations.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised *tols*.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to *maktabs*.	...	...	...	...	...	...	...	...	...
Payments to other private schools.	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous.	...	...	...	...	..	...	...	...	...
Total Miscellaneous Charges	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure	**8,66,905**	**1,816**	**...**	**72**	**...**	**5,123**	**8,73,916**	**10,678**	**2,19,029**
Total Expenditure on Public Instruction in 1915-16.	**30,58,569**	**5,875**	**144**	**9,87,771**	**6,492**	**46,472**	**41,05,323**	**30,879**	**634,166**

GENERAL TABLE IV—*contd*

in the Bengal Presidency for the official year 1915-16.

INSTITUTIONS.

MANAGEMENT.														
District or Municipal Boards.					Maintained by Native States.							Under Private Management. Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, licensing fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,776	...	**1,097**	**4,420**	**2,40,000**	...	...	...	...	...	...	...	**3,01,583**	**75,010**	**9,929**
10,442	**3,00,722**	**18,551**	**12,693**	**10,07,453**	...	...	...	...	...	...	...	**17,75,167**	**14,94,702**	**1,51,857**

EDUCATION—

Return of Expenditure on Public Instruction

Objects of Expenditure.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards—*concld.*				Un-	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
	26	27	28	29	30	31
INDIRECT EXPENDITURE —*concld.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Miscellaneous—						
Hostel (boarding) charges ...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...
Charges for conducting examinations.	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised *tols.*	...	...	...	...	...	...
Stipends, prizes and rewards to *maktabs.*	...	...	...	...	...	...
Payments to other private schools.	...	...	...	...	...	...
Contingencies and Miscellaneous.	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	**94,342**	**2,27,377**	**3,15,734**	**10,23,975**	**22,004**	**67,268**
Total Expenditure on Public Instruction in 1915-16.	**43,02,104**	**10,28,276**	**8,66,994**	**96,19,100**	**31,33,846**	**4,73,928**

GENERAL TABLE IV—*concld.*

In the Bengal Presidency for the official year 1915-16.

INSTITUTIONS. MANAGEMENT. aided.	TOTAL EXPENDITURE FROM—								
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	ALL OTHER SOURCES. Private.	Public. Native States Revenues.	Public. Imperial contributions.	Grand Total.
32	33	34	35	36	37	38	39	39(a)	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	4,25,518	1,349	240	14,29,428	4,27,129	...	...	22,83,664
...	...	3,445	21,215	591	2,549	1,127	...	...	28,927
...	...	4,406	241	...	12,779	67	...	...	17,493
...	...	...	79	60	...	...	...	...	139
...	...	120	336	168	...	...	...	...	624
...	...	180	175	387	2,011	1,513	...	...	4,266
...	...	1,62,698	19,902	2,308	91,357	2,01,933	...	...	4,78,198
...	...	**5,96,367**	**43,297**	**3,754**	**15,38,124**	**6,31,769**	...	...	**28,13,311**
2,97,563	**3,86,835**	**42,14,023**	**4,39,682**	**21,623**	**24,35,104**	**21,73,229**	**124**	...	**92,83,785**
5,79,639	**41,87,413**	(a)**78,99,472**	(b)**22,78,570**	(c)**1,70,605**	**1,10,43,129**	**42,81,817**	**4,755**	...	**2,56,78,348**

(a) Includes Rs. 63,597 paid to unaided schools.

(b) Includes Rs. 8,700 paid to unaided schools.

(c) Includes Rs. 1,244 paid to unaided schools.

EDUCATION—

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
(English and Vernacular.)								
FOR BOYS.								
Government ... English ...	44	15,347	8,761	...	8,761	3,674	...	3,674
Government ... Vernacular	3	134	...	...	...	17	...	17
District Fund ... English ...	39	4,027	...	...	...	944	...	944
District Fund ... Vernacular	45	2,944	...	...	...	443	1	444
Municipal ... English ...	6	2,436	884	...	884	634	...	634
Municipal ... Vernacular	...	...	...	...	...	...	...	...
Native States ... English ...	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...
Aided ... English ...	1,129	161,421	31,798	1	31,799	41,403	99	41,502
Aided ... Vernacular	304	17,904	...	...	...	3,005	...	3,005
Unaided ... English ...	899	169,950	46,433	...	46,433	45,178	2	45,180
Unaided ... Vernacular	31	2,112	...	...	...	418	...	418
Total for Secondary Schools for Boys.	**2,500**	**376,275**	**87,876**	**1**	**87,877**	**95,716**	**102**	**95,818**
FOR GIRLS.								
Government ... English ...	8	1,300	...	**201**	201	...	217	217
Government ... Vernacular	1	128	...	...	...	...	3	3
District Fund ... English ...	...	...	...	...	...	...	...	...
District Fund ... Vernacular	...	...	...	...	...	...	...	...
Municipal ... English ...	1	77	...	...	...	...	4	4
Municipal ... Vernacular	1	96	...	...	...	...	8	8
Native States ... English ...	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...
Aided ... English ...	48	7,182	...	556	556	4	945	949
Aided ... Vernacular	25	2,239	...	...	...	...	94	94
Unaided ... English ...	3	152	...	7	7	...	23	23
Unaided ... Vernacular	1	45	...	...	...	...	2	2
Total for Secondary Schools for Girls.	**88**	**11,219**	...	**764**	**764**	**4**	**1,296**	**1,300**
Total for Secondary Schools for Boys and Girls.	**2,588**	**387,494**	**87,876**	**765**	**88,641**	**95,720**	**1,398**	**97,118**

GENERAL TABLE V.

Primary Education in the Bengal Presidency at the end of the official year 1915-16.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,109	...	2,109	780	...	780	23	...	23	15,347	...	15,347
14	...	14	60	...	60	43	...	43	134	...	134
1,371	2	1,373	1,642	9	1,651	59	...	59	4,016	11	4,027
482	...	482	1,338	9	1,347	667	4	671	2,930	14	2,944
587	...	587	329	...	329	2	...	2	2,436	...	2,436
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
43,447	101	43,548	40,756	329	41,085	3,471	16	3,487	160,875	546	161,421
3,471	5	3,476	8,118	74	8,192	3,181	50	3,231	17,775	129	17,904
39,600	5	39,605	36,575	28	36,603	2,116	13	2,129	169,902	48	169,950
469	...	469	831	...	831	391	3	394	2,109	3	2,112
91,550	**113**	**91,663**	**90,429**	**449**	**90,878**	**9,953**	**86**	**10,039**	**375,524**	**751**	**376,275**
...	172	172	18	622	640	..	70	70	18	1,282	1,300
...	11	11	...	55	55	...	59	59	...	128	128
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	8	8	...	39	39	...	26	26	...	77	77
...	3	3	...	49	49	...	36	36	...	96	96
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
83	1,459	1,542	772	3,011	3,783	34	318	352	893	6,289	7,182
...	218	218	43	1,376	1,419	12	496	508	55	2,184	2,239
1	37	38	12	72	84	...	...	...	13	139	152
...	1	1	...	20	20	...	22	22	...	45	45
84	**1,909**	**1,993**	**845**	**5,244**	**6,089**	**46**	**1,027**	**1,073**	**979**	**10,240**	**11,219**
91,634	**2,022**	**93,656**	**91,274**	**5,693**	**96,967**	**9,999**	**1,113**	**11,112**	**376,503**	**10,991**	**387,494**

EDUCATION—

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			MIDDLE STAGE. Comprising all pupils who passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
PRIMARY SCHOOLS.								
FOR BOYS.								
Upper Primary Schools.								
Government	107	4,133	...	...	...	...	...	...
District Fund	167	8,359	...	...	...	...	...	...
Municipal	2	151	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	2,850	144,063	...	...	...	...	...	...
Unaided	69	3,365	...	...	...	4	...	4
Total ...	**3,195**	**160,071**	...	...	...	**4**	...	**4**
Lower Primary Schools.								
Government	17	652	...	...	...	...	...	...
District Fund	2,629	121,835	...	...	...	...	...	...
Municipal ...	5	252	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	22,081	738,921	...	...	...	...	...	...
Unaided	3,690	102,737	...	...	...	...	..	...
Total ...	**28,422**	**964,397**	...	...	...	...	...	...
Total for Primary Schools for Boys	**31,617**	**1,124,468**	...	...	...	**4**	...	**4**
FOR GIRLS.								
Upper Primary Schools.								
Government	21	1,162	..	...	...	...	5	5
District Fund	1	74	...	...	...	...	...	...
Municipal	2	73	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	208	12,988	...	...	...	1	49	50
Unaided	4	199	...	...	...	...	2	2
Total ...	**236**	**14,496**	...	...	...	**1**	**56**	**57**
Lower Primary Schools.								
Government	46	1,653	...	...	...	...	...	...
District Fund	20	727	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	7,041	158,302	...	...	...	...	16	16
Unaided	1,450	27,776	...	...	...	...	...	...
Total ...	**8,557**	**188,458**	...	...	...	...	**16**	**16**
Total for Primary Schools for Girls.	**8,793**	**202,954**	...	...	...	**1**	**72**	**73**
Total for Primary Schools for Boys and Girls.	**40,410**	**1,327,422**	...	...	...	**5**	**72**	**77**
Grand Total for 1915-16 ...	**42,998**	**1,714,916**	**87,876**	**765**	**88,641**	**95,725**	**1,470**	**97,195**

GENERAL TABLE V.

Primary Education in the Bengal Presidency at the end of the official year 1915-16.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
746	...	746	2,264	8	2,272	1,106	9	1,115	4,116	17	4,133
1,447	2	1,449	4,569	74	4,643	2,216	51	2,267	8,232	127	8,359
27	...	27	100	1	101	22	1	23	149	2	151
...	...	...	...	...	...	...	...	...	...	..	...
20,178	82	20,260	77,892	2,183	80,075	41,570	2,158	43,728	139,640	4,423	144,063
484	1	485	1,829	34	1,863	983	25	1,013	3,305	60	3,365
22,882	**85**	**22,967**	**86,654**	**2,300**	**88,954**	**45,902**	**2,244**	**48,146**	**155,442**	**4,629**	**160,071**
2	...	2	375	19	394	221	35	256	598	54	652
36	4	40	57,895	918	58,813	59,330	3,652	62,982	117,261	4,574	121,835
...	...	...	117	...	117	135	...	135	252	...	252
...	...	...	...	...	...	...	...	...	...	...	...
181	6	187	404,439	16,163	420,602	290,141	27,991	318,132	694,761	44,160	738,921
20	...	20	48,446	2,075	50,521	47,148	5,048	52,196	95,614	7,123	102,737
239	**10**	**249**	**511,272**	**19,175**	**530,447**	**396,975**	**36,726**	**433,701**	**908,486**	**55,911**	**964,397**
23,121	**95**	**23,216**	**597,926**	**21,475**	**619,401**	**442,877**	**38,970**	**481,847**	**1,063,928**	**60,540**	**1,124,468**
...	61	61	5	576	581	16	499	515	21	1,141	1,162
...	...	...	...	10	10	...	64	64	...	74	74
...	4	4	...	46	46	...	23	23	...	73	73
...	...	...	...	...	...	...	...	...	...	...	...
21	796	817	488	7,087	7,575	208	4,338	4,546	718	12,270	12,988
...	14	14	...	101	101	...	82	82	...	199	199
21	**875**	**896**	**493**	**7,820**	**8,313**	**224**	**5,006**	**5,230**	**739**	**13,757**	**14,496**
...	18	18	...	937	937	...	698	698	...	1,653	1,653
...	...	...	...	177	177	...	550	550	...	727	727
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	210	210	1,127	57,165	58,292	1,583	98,201	99,784	2,710	155,592	1,58,302
...	6	6	150	7,389	7,539	255	19,976	20,231	405	27,371	27,776
...	**234**	**234**	**1,277**	**65,668**	**66,945**	**1,838**	**119,425**	**121,263**	**3,115**	**185,343**	**188,458**
21	**1,109**	**1,130**	**1,770**	**73,488**	**75,258**	**2,062**	**124,431**	**126,493**	**3,854**	**199,100**	**202,954**
23,142	**1,204**	**24,346**	**599,696**	**94,963**	**694,659**	**444,939**	**163,401**	**608,340**	**1,067,782**	**259,640**	**1,327,422**
114,776	**3,226**	**118,002**	**690,970**	**100,656**	**791,626**	**454,938**	**164,514**	**619,452**	**1,444,285**	**270,631**	**1,714,916**

EDUCATION—

Return showing the results of the prescribed examinations

Name of Examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.
1	2	3	4	5	6	7	8	9	10
I.—ARTS COLLEGES.									
1. Master of Arts	2	1	...	3	88	4	...	498 (a)	590
2. Master of Science ...	1	...	...	1	43	...	...	84 (c)	127
3. Bachelor of Arts	8	9	5	22	522	586	1,566	143	2,817
4. Bachelor of Science ...	6	2	4	12	191	109	181	5	486
5. Intermediate Examination in Arts.	9	13	10	32	700	1,602	2,193	304	4,799
6. Intermediate Examination in Science.	6	5	7	18	223	251	598	23	1,095
II.—COLLEGES FOR PROFESSIONAL TRAINING.									
(a) Law—									
Bachelor of Law (Final)	2	...	1	3	556	...	59	27	642
Bachelor of Law (Intermediate)	2	...	1	3	870	...	62	43	975
Bachelor of Law (Preliminary)	2	...	1	3	1,181	...	74	18	1,273
(b) Medicine—									
1. Preliminary Scientific M.B. (Boys)	1	...	...	1	190	...	...	...	190
1. Preliminary Scientific M.B. (Girls)		...	...		5	...	...	...	5
2. First M.B. ... ... (Boys)	1	...	...	1	296	...	...	...	296
2. First M.B. ... ... (Girls)		...	...		6	...	...	...	6
3. Second M.B. ... (Boys)	1	...	...	1	173	...	...	...	173
3. Second M.B. ... (Girls)		...	...		3	...	...	...	3
4. Doctors in Medicine ... (Boys)	1	...	...	1	2	...	...	...	2
4. Doctors in Medicine ... (Girls)		...	...		...	...	...	...	...
(c) Engineering—									
1. B. E. Examination ...	1	...	...	1	26	...	...	...	26
2. I. E. Examination ...	1	...	...	1	41	...	...	...	41
(d) Teaching—									
1. B. T. Examination ...	2	1	...	3	44	10	...	3	57
2. L. T. Examination ...	1	1	...	2	30	13	...	...	43

(a) Includes 313
(b) ,, 143
(c) ,, 54
(d) ,, 19

GENERAL TABLE VI.

in the Bengal Presidency for the official year 1915-16.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								
Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.
							Brahmans.	Babhans, Rajputs, Baidyas and Kayasthas.	Others.				
11	12	13	14	15	16	17	18	19	20	21	22	23	24
49	2	...	200 (b)	251	1	...	99	115	27	9	...	...	...
25	...	...	32 (d)	57	1	..	15	32	8	1	...	...	...
321	374	687	76	1,458	...	10	466	688	198	90	6	...	...
139	88	106	1	334	2	1	85	198	37	11	...	...	...
412	816	889	150	2,267	7	34	755	980	274	209	4	...	4
165	149	243	7	564	...	2	170	287	86	13	3	2	1
326	...	32	7	365	...	2	133	179	32	18	1	...	...
421	...	28	14	463	...	1	171	202	66	23	...	...	...
555	...	38	9	602	...	2	208	290	67	35	...	...	...
151	...	...	...	151	1	1	34	70	32	11	1	1	...
5	...	...	...	5	4	1	...	...	...	...	...	...	...
130	...	...	...	130	...	2	39	58	25	3	2	1	...
4	...	...	...	4	4	...	...	...	...	...	...	...	...
97	..	...	...	97	1	1	32	44	19	...	...	...	...
2	...	...	...	2	2	...	...	...	...	...	...	...	...
2	...	...	...	2	...	...	...	1	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	...	...	...	22	...	...	9	6	6	...	1	...	...
15	...	...	...	15	...	...	4	8	3	...	...	...	...
38	10	...	2	50	...	6	20	11	6	7	...	...	...
25	4	...	...	29	...	1	7	14	1	6	...	...	...

University students.
" "
" "

EDUCATION—

Return showing the results of the prescribed examinations

Name of Examination.		Number of institutions sending examinees.				Number of examinees.				
		Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.
1		2	3	4	5	6	7	8	9	10
III.—SCHOOLS FOR GENERAL EDUCATION.										
1. Matriculation Examination.	Boys	43	223	260	526	1,362	3,178	5,184	244	9,968
	Girls	4	8	2	14	19	39	7	13	78
2. "B" Final Examination ...		6	...	...	6	38	...	...	...	38
3. Middle School Examination.	Boys	124	1,347	786	2,257	2,541	16,080	15,188	...	33,809
	Girls	7	35	3	45	48	161	7	...	216
4. Upper Primary Examination.	Boys	360	3,903	817	5,080	3,340	31,894	20,582	...	55,816
	Girls	24	151	7	182	82	556	16	...	654
5. Lower Primary Examination.	Boys	2,578	18,598	1,760	22,936	11,715	75,911	15,403	...	103,029
	Girls	66	1,970	135	2,171	261	4,336	121	...	4,718
6. Elementary School Certificate Examination.	Boys	...	6	...	6	...	52	...	...	52
	Girls	...	12	...	12	...	75	...	...	75
7. Cambridge Junior Examination.	Boys	1	6	2	9	11	78	26	...	115
	Girls	1	11	...	12	7	62	...	...	69
8. Cambridge Senior Examination.	Boys	...	4	2	6	...	50	26	...	76
	Girls	...	8	...	8	...	48	...	...	48
IV.—SCHOOLS FOR SPECIAL INSTRUCTION.										
1. Training School Examination for Masters.	Upper ...	6	1	...	7	165	2	...	26	193
	Lower ...	114	2	...	116	1,292	31	...	43	1,366
2. Ditto ditto for Mistresses	Upper ...	2	3	...	5	11	26	...	...	37
	Lower ...	2	6	...	8	8	48	...	...	56
3. School of Art Examination ...		1	...	...	1	45	...	...	...	45
4. Medical School Final Examination.		2	...	...	2	144	...	...	...	144
5. Overseer Examination ...		2	...	...	2	81	...	...	...	81
6. Sub-Overseer Examination ...		7	...	...	7	106	...	...	...	106
7. Survey Final Examination ...		3	...	...	3	50	...	...	...	50
8. Commerce—										
Commercial class—Final ...		1	...	...	1	22	...	...	...	22
Ditto —Special...		1	...	3	4	30	...	32	...	62
9. Sanskrit Title Examination ...			274		274		553		17	570
10. Do. Second Examination			473		473		1,240		18	1,258
11. Do. First Examination ...			555		555		1,369		1	1,370
12. Madrasah Examination.	Higher standard	4	5	...	9	124	108	...	9	241
	Lower ditto	4	7	...	11	205	136	...	16	357

GENERAL TABLE VI—*concld.*

In the Bengal Presidency for the official year 1915-16.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								
Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Anglo Indians.	Indian Christians.	HINDUS. Brahmans.	HINDUS. Babhans, Rajputs, Baidyas and Kayasthas.	HINDUS. Others.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
992	1,940	2,879	135	5,946	2	22	1,835	2,206	1,119	735	25	1	1
18	32	5	5	60	...	25	9	23	2	...	...	...	1
17	...	...	...	17	...	...	4	6	6	1	...	...	...
2,011	11,908	11,484	..	25,403	...	154	5,495	6,479	7,082	6,048	69	4	72
40	144	6	...	190	...	62	47	37	38	6	...	...	...
2,618	23,790	16,280	...	42,688	1	222	7,457	9,013	13,831	12,024	46	3	91
71	445	13	...	529	...	152	90	133	127	24	2	1	...
8,755	56,303	12,112	...	77,170	1	351	8,428	9,724	31,804	26,381	159	7	315
213	3,318	92	...	3,623	...	300	566	764	1,125	832	13	1	22
...	24	...	...	24	24	...	...	...	...	...	...	...	...
...	47	...	...	47	47	...	...	...	...	..	...	...	...
5	60	18	...	83	76	...	...	1	...	...	...	1	5
6	43	...	...	49	39	...	...	1	...	...	...	...	9
...	32	16	...	48	47	...	...	...	1	...	...	...	...
...	32	...	...	32	31	...	...	...	...	...	...	...	1
104	1	...	3	108	...	2	14	29	24	39	...	...	...
882	20	...	30	932	...	20	94	106	263	440	3	...	6
8	18	...	...	26	5	18	...	3	...	...	...	...	...
6	33	...	...	39	...	35	1	3	...	...	...	...	...
33	...	...	...	33	...	1	12	19	...	...	1	...	...
87	...	...	...	87	1	1	23	41	19	2	...	...	...
53	...	...	...	53	1	...	20	29	2	1	...	...	...
59	...	...	...	59	2	1	13	34	6	2	...	...	...
34	...	...	...	34	...	...	5	16	9	4	...	...	...
9	....	....	...	9	...	1	5	2	1	...	...	...	...
14	...	12	...	26	...	...	6	17	2	...	...	1	...
...	279		6	285	..	...	265	20	...	...	...	...	...
...	568		4	572	...	...	512	60	...	...	...	...	...
...	607		...	607	...	...	531	76	...	...	...	...	...
72	28	...	4	104	...	...	...	...	...	104	...	...	.
129	57	...	11	197	...	...	...	...	...	197	...	...	...

EDUCATION—

Return showing the Distribution of District Board and Municipal

Objects of Expenditure.	EXPENDITURE BY DISTRICT IN INSTITUTIONS MANAGED					
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District funds.
1	2	3	4	5	6	7
DIRECT EXPENDITURE.					Rs.	Rs.
COLLEGIATE EDUCATION. Arts Colleges ... English ...	...	...	...	...	...	...
Professional Colleges ... Law ...	...	...	...	...	...	...
Total for Colleges ...	...	...	...	...	...	...
Secondary Schools.						
SCHOOL EDUCATION, GENERAL. For Boys. High Schools... English ...	...	...	...	...	...	...
For Boys. Middle do. ... English ...	39	4,027	4,027	3.140	...	15,451
For Boys. Middle do. ... Vernacular	45	2,944	2,799	2,147	...	19,752
Total for Secondary Schools for Boys ...	**84**	**6,971**	**6,826**	**5,287**	...	**35,203**
For Girls. High Schools... English ...	...	...	...	...	...	...
For Girls. Middle do. ... English ...	...	...	...	...	...	...
For Girls. Middle do. ... Vernacular	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	...	...	...	...	...	...
Total for Secondary Schools for Boys and Girls.	**84**	**6,971**	**6,826**	**5,287**	...	**35,203**
Primary Schools.						
For Boys ... Upper Primary ...	167	8,359	8,320	6,480	24	32,911
For Boys ... Lower ditto ...	2,629	121,835	118,145	92,733	1,629	3,03,507
Total for Primary Schools for Boys ...	**2,796**	**130,194**	**126,465**	**99,213**	**1,653**	**3,36,418**
For Girls ... Upper Primary ...	1	74	73	38	...	504
For Girls ... Lower ditto ...	20	727	729	565	...	3,939
Total for Primary Schools for Girls ..	**21**	**801**	**802**	**603**	...	**4,443**
Total for Primary Schools for Boys and Girls.	**2,817**	**130,995**	**127,267**	**99,816**	**1,653**	**3,40,861**
Schools for Special Instruction.						
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...
Schools of Art	..	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	..	...	...	...	...
Technical and Industrial Schools ...	7	352	296	240	360	39,073
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools Madrasahs ...	...	..	...	...	...	...
Other Schools Reformatory Schools	...	...	...	...	...	...
Other Schools Miscellaneous do.	...	...	...	...	...	...
Total ...	**7**	**352**	**296**	**240**	**360**	**39,073**

GENERAL TABLE VII.

Expenditure on Public Instruction in the Bengal Presidency for the official year 1915-16.

BOARDS ON PUBLIC INSTRUCTION.

BY DISTRICT BOARDS.					IN INSTITUTIONS MANAGED BY—			Total District Fund expenditure on Public Instruction.
Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	3,203	3,203
...	30,393	2,070	...	47,914	...	...	1,53,264	1,68,715
...	11,497	951	...	32,200	...	...	19,618	39,370
...	**41,890**	**3,021**	...	**80,114**	...	...	**1,76,085**	**2,11,288**
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	385	385
...	...	...	...	...	...	...	254	254
...	...	...	...	...	...	...	639	639
...	**41,890**	**3,021**	...	**80,114**	...	...	**1,76,724**	**2,11,927**
...	16,395	850	70	50,250	...	...	2,56,222	2,89,133
...	1,87,188	13,535	2,420	5,08,279	...	...	7,58,229	10,61,736
...	**2,03,583**	**14,385**	**2,490**	**5,58,529**	...	...	**10,14,451**	**13,50,869**
...	...	...	...	504	120	...	6,439	7,063
...	...	...	...	3,939	279	...	1,90,962	1,95,180
...	...	...	...	**4,443**	**399**	...	**1,97,401**	**2,02,243**
...	**2,03,583**	**14,385**	**2,490**	**5,62,972**	**399**	...	**12,11,852**	**15,53,112**
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
135	4,460	...	5,237	49,265	3,660	...	...	42,733
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	13,870	13,870
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	17,246	17,246
135	**4,460**	...	**5,237**	**49,265**	**3,660**	...	**31,116**	**73,849**

EDUCATION—

Return showing the Distribution of District Board and Municipal

Objects of expenditure.				EXPENDITURE BY MUNICIPAL		
				IN INSTITUTIONS MANAGED		
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
	17	18	19	20	21	22
					Rs.	Rs.
DIRECT EXPENDITURE.						
COLLEGIATE EDUCATION. Arts Colleges ... English ...	1	132	121	120	7,194	192
Professional Colleges... Law ...	1	2	2	2	...	...
Total for Colleges ...	**2**	**134**	**123**	**122**	**7,194**	**192**
Secondary Schools.						
SCHOOL EDUCATION, GENERAL. For Boys. High Schools ... English ...	3	1,803	1,728	1,496	7,673	1,085
For Boys. Middle Schools English ...	3	633	575	469	...	987
For Boys. Middle Schools Vernacular	...	...	...	...	...	...
Total for Secondary Schools for Boys	**6**	**2,436**	**2,303**	**1,965**	**7,673**	**2,072**
For Girls. High Schools ... English ...	...	...	...	...	...	...
For Girls. Middle Schools English ...	1	77	69	54	2,382	...
For Girls. Middle Schools Vernacular	1	96	92	70	855	1,064
Total for Secondary Schools for Girls	**2**	**173**	**161**	**124**	**3,237**	**1,064**
Total for Secondary Schools for Boys and Girls.	**8**	**2,609**	**2,464**	**2,089**	**10,910**	**3,136**
Primary Schools						
For Boys ... Upper Primary ...	2	151	155	137	...	756
For Boys ... Lower ditto ...	5	252	251	194	84	1,017
Total for Primary Schools for Boys ...	**7**	**403**	**406**	**331**	**84**	**1,773**
For Girls ... Upper Primary ...	2	73	74	48	...	430
For Girls ... Lower ditto ...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	**2**	**73**	**74**	**48**	**...**	**430**
Total for Primary Schools for Boys and Girls.	**9**	**476**	**480**	**379**	**84**	**2,203**
Schools for Special Instruction.						
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	..	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	..	...
Agricultural Schools	...	...	...	...	...	...
Other Schools Madrasahs ...	...	...	...	...	...	...
Other Schools Reformatory Schools	...	...	...	...	...	...
Other Schools Miscellaneous do.	...	...	...	...	...	...
Total ...	...	...	...	...	...	...

GENERAL TABLE VII—*contd.*

Expenditure on Public Instruction in the Bengal Presidency for the official year 1915-16.

BOARDS ON PUBLIC INSTRUCTION.									
BY MUNICIPAL BOARDS.					IN INSTITUTIONS MANAGED BY—				
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private persons or associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of District and Municipal Boards on Public Instruction.
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	7,546	...	229	15,161	...	...	...	192	192
...	215	...	...	215	...	...	...	...	...
...	**7,761**	...	**229**	**15,376**	...	...	...	**192**	**192**
...	34,914	...	248	43,920	...	...	(*a*) 8,135	9,220	12,423
...	6,617	...	...	7,604	...	...	(*b*) 14,941	15,928	1,84,643
...	...	...	...	...	...	...	192	192	39,562
...	**41,531**	...	**248**	**51,524**	...	...	**23,268**	**25,340**	**2,36,628**
...	...	...	...	...	...	...	3,512	3,512	3,512
...	469	48	69	2,968	...	...	9,279	9,279	9,664
...	140	...	...	2,059	...	...	2,418	3,482	3,736
...	**609**	**48**	**69**	**5,027**	...	...	**15,209**	**16,273**	**16,912**
...	**42,140**	**48**	**317**	**56,551**	...	...	**38,477**	**41,613**	**2,53,540**
...	320	...	...	1,076	...	...	12,292	13,048	3,02,181
...	568	...	...	1,669	...	...	52,022	53,039	11,14,775
...	**888**	...	...	**2,745**	...	...	**64,314**	**66,087**	**14,16,956**
...	...	...	...	430	60	...	7,029	7,519	14,582
...	...	...	...	...	84	...	18,806	18,890	2,14,070
...	...	...	...	**430**	**144**	...	**25,835**	**26,409**	**2,28,652**
...	**888**	...	...	**3,175**	**144**	...	**90,149**	**92,496**	**16,45,608**
...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	400	400	400
...	...	...	...	...	...	...	450	450	450
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	135	1,767	1,902	44,635
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	959	959	14,829
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	10,970	10,970	28,216
...	...	...	...	...	...	**135**	**14,546**	**14,681**	**88,530**

(*a*) Include Rs. 1,200 paid to unaided Schools.
(*b*) „ Rs. 44 „ „ „

EDUCATION—

Return showing the Distribution of District Board and Municipal

Objects of expenditure.	EXPENDITURE BY DISTRICT IN INSTITUTIONS MANAGED					
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the roll monthly during the year.	Average daily attendance.	Provincial Revenues.	District funds.
1	2	3	4	5	6	7
					Rs.	Rs.
INDIRECT EXPENDITURE.						
Buildings	...	...	...	...	...	1,89,459
Furniture and Apparatus (special grants only).	...	...	...	...	...	29,570
Total ...	...	...	...	...	...	**2,19,029**
Inspection	...	...	...	...	...	...
Scholarships held in— Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Miscellaneous Schools ...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Grand Total for 1915-16 ...	**2,908**	**138,318**	**134,589**	**105,343**	**2,013**	**634,166**

GENERAL TABLE VII—*contd.*

Expenditure on Public Instruction in the Bengal Presidency for the official year 1915-16.

BOARDS ON PUBLIC INSTRUCTION.

BY DISTRICT BOARDS.					IN INSTITUTIONS MANAGED BY—			Total District Fund Expenditure on Public Instruction.
Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	549	2,918	1,92,926	1,803	...	(*a*)71,263	2,62,525
...	...	38	27	29,635	13	...	12,447	42,030
...	...	**587**	**2,945**	**2,22,561**	**1,816**	...	**83,710**	**3,04,555**
...	...	...	...	...	...	...	...	**47,554**
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	660
...	...	...	...	...	...	...	...	1,242
...	...	...	...	...	...	...	...	24,649
...	...	...	...	...	...	...	...	6,261
...	...	...	...	...	...	...	...	200
...	...	...	...	...	...	...	...	7,006
...	...	...	...	...	...	...	...	4,258
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	**44,276**
...	...	...	...	...	...	...	...	**43,297**
135	**2,49,933**	**17,993**	**10,672**	**9,14,912**	**5,875**	...	**15,03,402**	**22,78,570**

(*a*) Includes Rs. 8,700 paid to unaided Schools.

EDUCATION—

Return showing the Distribution of District Board and Municipal

Objects of expenditure.	EXPENDITURE BY MUNICIPAL					
	IN INSTITUTIONS MANAGED					
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
	17	18	19	20	21	22
					Rs.	Rs.
INDIRECT EXPENDITURE.						
Buildings	...	...	...	...	9,000	4,164
Furniture and Apparatus (Special Grants only).	...	...	...	...	1,678	612
Total ...	...	...	...	...	**10,678**	**4,776**
Inspection	...	...	...	...	...	...
Scholarships held in— Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Miscellaneous Schools ...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Grand Total for 1915-16 ...	**19**	**3,219**	**3,067**	**2,590**	**28,866**	**10,307**

GENERAL TABLE VII—*concld.*

Expenditure on Public Instruction in the Bengal Presidency for the official year 1915-16.

BOARDS ON PUBLIC INSTRUCTION.									
BY MUNICIPAL BOARDS.					IN INSTITUTIONS MANAGED BY—				Total expenditure of District and Municipal Boards on Public Instruction.
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private persons or associations.	Total Municipal expenditure on Public Instruction.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
...	...	510	1,475	15,149	...	..	8,911	13,075	2,75,600
...	...	..	...	2,290	...	...	1,018	1,630	43,660
...	...	**510**	**1,475**	**17,439**	...	...	**9,929**	**14,705**	**3,19,260**
...	...	...	...	...	...	...	...	**1,326**	**48,880**
...	...	...	.....	....	...	...	...	.....	.....
...	...	...	...	..	...	...	...	.....	660
...	...	...	...	...	...	...	...	21	1,263
...	...	...	...	...	...	...	...	1,245	25,894
...	...	...	...	...	...	...	...	133	6,394
...	...	...	...	...	...	...	...	.....	200
...	...	...	...	...	...	...	...	331	7,337
...	...	...	...	...	...	...	...	108	4,366
...	...	...	...	...	...	...	...	.....	.....
...	...	...	...	...	...	...	...	**1,838**	**46,114**
...		...	...	...	...	...	...	**3,754**	**47,051**
...	**50,789**	**558**	**2,021**	**92,541**	**144**	**135**	**1,53,101**	**1,70,605**	**2,449,175**

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the Bengal Presidency for the official year 1915-16.

Class of Hostels or Boarding-houses.	NUMBER OF—		NUMBER OF BOARDERS WHO ARE STUDENTS OF—					EXPENDITURE FROM—					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions and endowments.	Fees.	Native States Revenues.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	203	5,396	902	496	1,828	1	2,169	1,48,058	130	2,388	3,20,240	...	4,70,816
Ditto by District or Municipal Boards.	7	117	12	.....	60	.....	45	536	79	257	9,090	...	9,962
Aided by Government or by District or Municipal Boards.	169	6,818	1,334	.....	5,020	245	219	1,23,924	1,380	1,85,397	4,16,899	...	7,27,600
Maintained by Native States...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....
Unaided	282	7,117	178	11	6,012	476	440	768	.....	1,09,978	4,13,972	...	5,24,718
Total ...	**661**	**19,448**	**2,426**	**507**	**12,920**	**722**	**2,873**	**2,73,286**	**1,589**	**2,98,020**	**11,60,201**	...	**17,33,096**
For Females.													
Managed by Government ...	9	354	13	23	233	.....	65	72,328	.....	947	12,013	...	85,288
Ditto by District or Municipal Boards.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....
Aided by Government or by District or Municipal Boards.	34	2,217	26	4	2,022	67	98	79,904	.....	59,537	2,05,488	...	3,44,929
Maintained by Native States...	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....
Unaided	31	1,546	37	59	855	453	142	.....	.....	68,625	51,726	...	1,20,351
Total ...	**74**	**4,097**	**76**	**86**	**3,110**	**520**	**305**	**1,52,232**	.....	**1,29,109**	**2,69,227**	...	**5,50,568**
Grand Total ...	**735**	**23,545**	**2,502**	**593**	**16,030**	**1,242**	**3,178**	**4,25,518**	**1,589**	**4,27,129**	**14,29,428**	...	**22,83,664**

EDUCATION—GENERAL TABLE IX.

Return showing the number and qualifications of teachers in the Bengal Presidency for the official year 1915-16.

		In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.*					Total.
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
In Institutions for Indians.	Teachers of Vernacular.																					
	Trained	158	2,022	4	4,487	290	17	145	8	1,700	751	62	...	6	308	316	...	...	...	...	...	10,274
	Untrained	162	2,589	14	32,041	4,828	21	152	13	2,159	1,291	68	...	4	354	753	...	...		...	...	44,359
	Total ...	320	4,611	18	36,528	5,118	38	297	21	3,859	1,952	130	...	10	662	1,069	...	...	...	...	...	54,633
	Anglo-Vernacular Teachers and Teachers of Classical Languages.																					
	Trained	...	...	...	...	...	1	...	...	2	1	82	...	...	23	23	3	...	...	14	1	153
	Untrained	...	11	...	203	13	19	96	15	2,448	1,368	448	...	71	2,695	3,916	179	...	7	194	132	11,875
	Total ...	...	11	...	203	13	20	96	15	2,450	1,369	530	...	71	2,721	3,939	182	...	7	208	193	12,028
	Possessing a degree	...	...	...	1	...	3	...	...	32	18	204	...	19	780	1,053	172	...	5	165	178	2,635
	Possessing no degree	...	11	...	202	13	17	96	15	2,418	1,351	326	...	52	1,941	2,881	10	...	2	43	15	9,393
	Total ...	...	11	...	203	13	20	96	15	2,450	1,369	530	...	71	2,721	3,939	182	...	7	208	193	12,028
In Institutions for Europeans.	Trained	...	...	...	8	...	...	...	...	63	4	3	...	...	92	15	...	...	...	...	...	185
	Untrained	...	...	...	34	...	...	...	...	119	2	17	...	...	134	8	...	...	...	...	...	314
	Total ...	...	...	...	42	...	...	...	...	182	6	20	...	...	226	23	...	...	...	...	...	499
	Possessing a degree	...	...	...	1	...	...	...	...	9	...	3	...	...	30	...	...	...	...	...	...	43
	Possessing no degree	...	...	...	41	...	...	...	...	173	6	17	...	...	196	23	...	...		...	...	456
	Total ...	...	...	...	42	...	...	...	...	182	6	20	...	...	226	23	...	...	...	...	...	499
	Grand Total ...	320	4,622	18	36,773	5,131	58	393	36	6,491	3,327	680	...	81	3,609	5,021	182	...	7	208	193	67,160

* Excluding professional Colleges.

EUROPEAN EDUCATION—

Return of European Schools and Scholars in the

Class of Institutions.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7
SCHOOL EDUCATION—						
(GENERAL).						
Secondary Schools—						
For Boys ... High Schools ... English ...	1	167	179	176	...	...
For Boys ... Middle Schools ... English ...	...	...	...	...	...	...
For Boys ... Middle Schools ... Vernacular...	...	...	...	...	...	...
Total Secondary Schools for Boys ...	**1**	**167**	**179**	**176**	...	...
For Girls ... High Schools ... English ...	1	114	115	107	...	...
For Girls ... Middle Schools ... English ...	...	...	...	...	...	...
For Girls ... Middle Schools ... Vernacular...	...	...	...	...	...	...
Total Secondary Schools for Girls ...	**1**	**114**	**115**	**107**	...	...
Grand Total Secondary Schools for Boys and Girls.	**2**	**281**	**294**	**283**	...	...
Primary Schools—						
For Boys ... Upper Primary	...	...	...	...	...	...
For Boys ... Lower Primary	..	...	...	...	...	...
Total Primary Schools for Boys ...	...	...	...	...	...	...
For Girls ... Upper Primary	...	...	...	...	...	...
For Girls ... Lower Primary	...	...	...	...	...	...
Total Primary Schools for Girls ...	...	...	...	...	...	...
Grand Total Primary Schools for Boys and Girls.	...	...	...	...	...	...
SCHOOL EDUCATION—						
(SPECIAL).						
SCHOOLS FOR SPECIAL INSTRUCTION.						
Training Schools—						
(*a*) For Masters	...	...	...	...	...	...
(*b*) For Mistresses	1	14	16	15	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools... ...	1	6	5	4	...	...
Technical and Industrial Schools	1	6	6	5	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools ... Madrasahs	...	...	...	...	...	...
Other Schools ... Reformatory Schools ...	...	...	...	...	...	...
Other Schools ... Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	**3**	**26**	**27**	**24**	...	...
Total of Schools of Public Instruction ...	**5**	**307**	**321**	**307**	...	...

GENERAL TABLE III.

Bengal Presidency for the official year 1915-16.

INSTITUTIONS.

MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
or Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	8	1,553	1,488	1,356
...	...	...	...	...	...	9	1,855	1,750	1,583
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**17**	**3,408**	**3,238**	**2,939**
...	...	...	...	...	...	11	1,913	1,847	1,715
...	...	...	...	...	...	12	1,959	1,847	1,739
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**23**	**3,872**	**3,694**	**3,454**
...	...	...	...	...	...	**40**	**7,280**	**6,932**	**6,393**
...	...	...	...	...	...	5	359	331	295
...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	**5**	**359**	**331**	**295**
...	...	...	...	...	...	7	445	437	368
...	...	...	...	...	...	2	40	18	15
...	...	...	...	...	...	**9**	**485**	**455**	**383**
...	...	...	...	...	...	**14**	**844**	**786**	**678**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	3	153	129	94
...	...	...	...	...	...	6	39	43	41
...	...	...	...	...	...	7	991	100	82
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**16**	**1,186**	**272**	**217**
...	...	...	...	...	...	**70**	**9,310**	**7,990**	**7,288**

EUROPEAN EDUCATION—

Return of European Schools and Scholars in the

Class of Institutions.	PUBLIC INSTITUTIONS—*concld.*				Grand Total of institutions.	Grand Total of scholars on the 31st March.
	UNDER PRIVATE MANAGEMENT—*concld.*					
	Unaided.					
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
	18	19	20	21	22	23
SCHOOL EDUCATION—						
(GENERAL).						
Secondary Schools—						
For Boys ... High Schools ... English ...	2	674	633	559	11	2,394
For Boys ... Middle Schools ... English ...	...	...	...	...	9	1,855
For Boys ... Middle Schools ... Vernacular	...	...	...	...	...	...
Total Secondary Schools for Boys ...	**2**	**674**	**633**	**559**	**20**	**4,249**
For Girls ... High Schools ... English ...	...	...	...	...	12	2,027
For Girls ... Middle Schools ... English ...	1	46	50	48	13	2,005
For Girls ... Middle Schools ... Vernacular	...	...	...	...	...	...
Total Secondary Schools for Girls ...	**1**	**46**	**50**	**48**	**25**	**4,032**
Grand Total Secondary Schools for Boys and Girls.	**3**	**720**	**683**	**607**	**45**	**8,281**
Primary Schools—						
For Boys ... Upper Primary	...	...	...	...	5	359
For Boys ... Lower Primary	...	...	...	...	...	...
Total Primary Schools for Boys ...	...	...	...	...	**5**	**359**
For Girls ... Upper Primary	...	...	...	...	7	445
For Girls ... Lower Primary	...	...	...	...	2	40
Total Primary Schools for Girls ...	...	...	...	...	**9**	**485**
Grand Total Primary Schools for Boys and Girls.	...	...	...	...	**14**	**844**
SCHOOL EDUCATION—						
(SPECIAL).						
SCHOOLS FOR SPECIAL INSTRUCTION.						
Training Schools—						
(*a*) For Masters	...	...	...	...	...	...
(*b*) For Mistresses	...	...	...	...	1	14
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	..	4	159
Technical and Industrial Schools	...	...	...	..	7	45
Commercial Schools	...	...	...	...	7	994
Agricultural Schools	...	...	...	...	...	...
Other Schools ... Madrasahs	...	...	...	...	...	...
Other Schools ... Reformatory Schools ...	...	...	...	...	...	...
Other Schools ... Miscellaneous Schools ...	...	...	..	...	...	...
Total ...	...	...	...	...	**19**	**1,212**
Total of Schools of Public Instruction ...	**3**	**720**	**683**	**607**	**78**	**10,337**

GENERAL TABLE III—*contd.*

Bengal Presidency for the official year 1914-15.

NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—									Number of girls in boys' schools.	Number of boys in girls' schools.
ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24*a*	24*b*	24	25*a*	25*b*	25	26*a*	26*b*	26	27	28
2,355	39	2,394	1,519	16	1,535	1,650	16	1,666	39	...
1,431	424	1,855	23	13	36	455	71	526	424	...
...	...	...	...	...	...	...	...	...	...	...
3,786	**463**	**4,249**	**1,542**	**29**	**1,571**	**2,105**	**87**	**2,192**	**463**	...
373	1,654	2,027	93	1,187	1,280	...	1	1	...	373
344	1,661	2,005	7	179	186	...	5	5	...	344
...	...	...	...	...	...	...	...	...	...	...
717	**3,315**	**4,032**	**100**	**1,366**	**1,466**	...	**6**	**6**	...	**717**
4,503	**3,778**	**8,281**	**1,642**	**1,395**	**3,037**	**2,105**	**93**	**2,198**	**463**	**717**
300	59	359	...	...	...	...	...	...	59	...
...	...	...	...	...	...	...	...	...	...	...
300	**59**	**359**	...	...	...	...	...	...	**59**	...
171	274	445	...	...	...	4	9	13	...	171
8	32	40	...	...	...	...	...	...	...	8
179	**306**	**485**	...	...	...	**4**	**9**	**13**	...	**173**
479	**365**	**844**	...	...	...	**4**	**9**	**13**	**59**	**173**
...	...	...	...	...	...	...	...	...	...	...
...	14	14	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
159	...	159	...	...	...	...	...	...	...	...
9	36	45	...	...	...	...	...	...	...	...
19	975	994	...	...	...	...	...	...	5	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
187	**1,025**	**1,212**	...	...	...	...	...	...	**5**	...
5,169	**5,168**	**10,337**	**1,642**	**1,395**	**3,037**	**2,109**	**102**	**2,211**	**527**	**896**

EUROPEAN EDUCATION—GENERAL TABLE III—*concld.*

	Grand Total of institutions.	Grand Total of scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING—									Number of girls in boys' schools.	Number of boys in girls' schools.
			ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
	22	23	24*a*	24*b*	24	25*a*	25*b*	25	26*a*	26*b*	26	27	28
PRIVATE INSTITUTIONS.													
1. *Advanced teaching*—													
(*a*) Arabic or Persian ...	...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit	...	...	..	...	...	...	...	...	...	...	...	..	...
(*c*) Any other Oriental Classic	...	...	...	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a vernacular only or mainly.* For Boys	...	...	...	...	...	...	...	...	...	..	...	...	...
„ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...
3. *Elementary, teaching the Koran.* For Boys	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...
4. *Other Schools not conforming to Departmental Standard.* For Boys	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Girls	...	...	...	...	...	...	...	...	...	...	...	...	..
Total ...	...	...	...	...	...	...	...	...	...	...	...	..	...
Grand Total for 1915-16 ...	**78**	**10,337**	**5,169**	**5,168**	**10,337**	**1,642**	**1,395**	**3,037**	**2,109**	**102**	**2,211**	**527**	**896**

EUROPEAN EDUCATION—GENERAL TABLE IIIA.

Number of Scholars in European Schools in the Bengal Presidency on the 31st March 1916, classified according to sex, race or creed.

Classes of Institutions.		Europeans and Anglo-Indians.	Indian Christians.	Hindus.				Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Babhans, Rajputs, Baidyas and Kayasthas.	Others.	Total.					
1		2	3	4	5	6	7	8	9	10	11	12
SCHOOL EDUCATION—												
(GENERAL.)												
Secondary Schools—												
For Boys—												
High Schools ...	Male ...	2,157	11	15	19	16	50	39	11	54	33	2,355
	Female	35	...	...	...	...	...	...	...	2	2	39
Middle Schools—												
English ...	Male ...	1,345	45	6	9	...	15	13	...	4	9	1,431
	Female	415	3	...	1	...	1	...	...	...	5	424
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...	...
For Girls—												
High Schools ...	Male ...	293	...	8	...	...	8	6	3	4	59	373
	Female	1,504	1	37	...	...	37	1	4	7	100	1,654
Middle Schools—												
English ...	Male...	330	1	8	...	...	8	...	...	5	...	344
	Female	1,593	6	9	...	1	10	...	3	43	6	1,661
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools ...		**7,672**	**67**	**83**	**29**	**17**	**129**	**59**	**21**	**119**	**214**	**8,281**
Primary Schools—												
For Boys—												
Upper Primary ...	Male ...	300	...	...	...	...	...	...	...	...	...	300
	Female	59	...	...	...	...	...	...	...	...	...	59
Lower Primary ...	Male ...	...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...	...
For Girls—												
Upper Primary ...	Male ...	159	12	...	...	...	...	...	...	...	...	171
	Female	268	6	...	...	...	...	...	...	...	...	274
Lower Primary ...	Male ...	8	...	...	...	...	...	...	...	...	...	8
	Female	32	...	...	...	...	...	...	...	...	...	32
Total Primary Schools ...		**826**	**18**	...	...	...	...	...	...	...	...	**844**
SCHOOL EDUCATION—												
(SPECIAL.)												
Schools for Special Instructoin—												
Training Schools ...	Male ...	...	...	...	...	...	...	...	...	...	...	...
	Female	14	...	...	...	...	...	...	...	...	...	14
Schools of Art ...	Male ...	...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male ...	...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male ...	118	1	...	33	...	33	1	...	...	6	159
	Female	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male ...	9	...	...	...	...	...	...	...	...	...	9
	Female	35	...	...	...	...	...	...	...	1	...	36
Commercial Schools	Male ...	19	...	...	...	...	...	...	...	...	...	19
	Female	969	2	...	...	...	...	...	...	...	4	975
Agricultural Schools	Male ...	...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...	...

EUROPEAN EDUCATION—GENERAL TABLE IIIA—*concld.*

Number of Scholars in European Schools in the Bengal Presidency on the 31st March 1916, classified according to sex, race or creed.

Classes of Institutions.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.				Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmins.	Babhans, Rajputs, Baidyas and Kayasthas.	Others.	Total.					
1	2	3	4	5	6	7	8	9	10	11	12
SCHOOL EDUCATION—											
(SPECIAL)—*concld.*											
Other Schools—											
Madrasahs ... Male	...	...	...	...	...	...	...	...	...	...	...
Madrasahs ... Female	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools Male	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools Female	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools Male	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools Female	...	...	...	...	...	...	...	...	...	...	...
Total Special Schools ...	**1,164**	**3**	...	**33**	...	**33**	**1**	...	**1**	**10**	**1,212**
Total of Schools of Public Instruction.	**9,662**	**88**	**83**	**62**	**17**	**162**	**60**	**21**	**120**	**224**	**10,337**
PRIVATE INSTITUTIONS.											
1. *Advanced, teaching*—											
(*a*) Arabic or Persian Male	...	...	...	...	...	...	...	...	...	...	...
(*a*) Arabic or Persian Female	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit Male	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit Female	...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Male	...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Female	...	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching—a vernacular only or mainly*—											
For Boys ... Male	...	...	...	...	...	...	...	...	...	...	...
For Boys ... Female	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Female	...	...	...	...	...	...	...	...	...	...	...
3. *Elementary, teaching the Koran only*—											
For Boys ... Male	...	...	...	...	...	...	...	...	...	...	...
For Boys ... Female	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Female	...	...	...	...	...	...	...	...	...	...	...
4. *Other Schools not conforming to Departmental Standards*—											
For Boys ... Male	...	...	...	...	...	...	...	...	...	...	...
For Boys ... Female	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Female	...	...	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...	...	...	...	...	...	...	...	...	...	...	...
Grand Total for 1915-16 ...	**9,662**	**88**	**83**	**62**	**17**	**162**	**60**	**21**	**120**	**224**	**10,337**

EUROPEAN EDUCATION—GENERAL TABLE IV.

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in European

Objects of expenditure.	PUBLIC								
	UNDER PUBLI C								
	Managed by Government.								
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Boys — High Schools ... English ...	821	...	..	29,990	...	18	30,829	...	...
For Boys — Middle Schools — English ...	...	...	...	...	...	...	...	...	...
For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	**821**	...	...	**29,990**	...	**18**	**30,829**	...	...
For Girls — High Schools ... English ...	10,930	...	...	21,606	...	...	32,536	...	...
For Girls — Middle Schools — English ...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**10,930**	...	...	**21,606**	...	...	**32,536**	...	...
Total for Secondary Schools both for Boys & Girls.	**11,751**	...	...	**51,596**	...	**18**	**63,365**	...	...
Primary Schools.									
For Boys ... Upper Primary ...	...	...	...	...	...	...	...	...	...
For Boys ... Lower Primary ..	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...
For Girls ... Upper Primary ...	...	...	...	...	...	...	...	...	...
For Girls ... Lower Primary ...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...
Total for Primary Schools both for Boys & Girls.	...	...	...	...	...	...		...	..
SCHOOLS FOR SPECIAL INSTRUCTION.									
Training Schools for—									
(*a*) Masters	...	...	...	...	...	..	...	...	...
(*b*) Mistresses	9,015	...	...	...	...	...	9,015	...	...
Schools of Art	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	6,498	...	...	997	...	...	7,495	...	...
Technical and Industrial Schools	4,980	...	...	...	...	...	4,980	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools — Reformatory Schools.	...	...	...	...	...	...	...	...	...
Other Schools — Madrasahs ...	...	...	...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools.	...	...	...	...	...	...	...	...	...
Total for Special Schools ...	**20,493**	...	..	**997**	...	...	**21,490**	...	...
Total of Direct Expenditure ...	**32,244**	...	...	**52,593**	...	**18**	**84,855**	...	...

GENERAL TABLE IV.

Schools in the Bengal Presidency for the official year 1915-16.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
Managed by District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	1,19,393	...	371
...	...	...	...	...	...	...	...	...	...	...	...	1,03,508	...	6,821
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**2,22,901**	...	**7,192**
..	...	...	...	...	...	...	...	...	...	...	...	1,00,095	...	1,562
...	...	...	...	...	...	...	...	...	...	...	...	63,594	...	6,203
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**1,63,689**	...	**7,765**
...	...	...	...	...	...	...	...	...	...	...	...	**3,86,590**	...	**14,957**
...	...	...	...	...	...	...	...	...	...	...	...	14,258	...	140
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**14,258**	...	**140**
...	...	...	...	...	...	...	...	...	...	...	...	12,644	...	954
...	...	...	...	...	..	...	...	...	...	...	...	489	...	..
...	...	...	...	...	...	...		...	...	...	...	**13,133**	...	**954**
...	...	...	...	...	...	...	...	...	...	...	...	**27,391**	...	**1,094**
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...		...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	3,930	...	...
...	...	...	...	...	...	...	...	...	...	...	...	2,040	...	...
...	...	...	...	...	...	...	...	...	...	...	...	9,205	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**15,175**	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**4,29,156**	...	**16,051**

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in European

Objects of expenditure.	PUBLIC					
					UNDER PRIVATE	
	Aided by Government or by District or Municipal Boards.				Un	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION—GENERAL.						
Secondary Schools.						
For Boys — High Schools ... English ...	1,26,390	13,345	22,996	2,82,495	41,998	20,096
For Boys — Middle Schools — English ...	21,147	24,195	7,806	1,63,477	...	...
For Boys — Middle Schools — Vernacular	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	**1,47,537**	**37,540**	**30,802**	**4,45,972**	**41,998**	**20,096**
For Girls — High Schools ... English ...	1,01,028	5,216	44,087	2,51,988	...	...
For Girls — Middle Schools — English ...	29,676	6,814	5,008	1,11,295	3,272	161
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**1,30,704**	**12,030**	**49,095**	**3,63,283**	**3,272**	**161**
Total for Secondary Schools both for Boys & Girls.	**2,78,241**	**49,570**	**79,897**	**8,09,255**	**45,270**	**20,257**
Primary Schools.						
For Boys ... Upper Primary ...	3,308	4,762	989	23,457	...	...
For Boys ... Lower Primary ...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	**3,308**	**4,762**	**989**	**23,457**	**...**	**...**
For Girls ... Upper Primary ...	4,741	959	2,998	22,296	...	...
For Girls ... Lower Primary ...	552	170	117	1,328	...	...
Total for Primary Schools for Girls ...	**5,293**	**1,129**	**3,115**	**23,624**	**...**	**...**
Total for Primary Schools both for Boys & Girls.	**8,601**	**5,891**	**4,104**	**47,081**	**...**	**...**
SCHOOLS FOR SPECIAL INSTRUCTION.						
Training Schools for—						
(*a*) Masters	...	...	...	...	...	...
(*b*) Mistresses	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools.	3,043	3,559	2,562	13,094	...	...
Technical and Industrial Schools	1,571	400	1,920	5,931	...	...
Commercial Schools	1,654	...	377	11,236	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools — Reformatory Schools.	...	...	...	...	...	...
Other Schools — Madrasahs ...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools.	...	...	...	...	...	...
Total for Special Schools ...	**6,268**	**3,959**	**4,859**	**30,261**	**...**	**...**
Total of Direct Expenditure ...	**2,93,110**	**59,420**	**88,860**	**8,86,597**	**45,270**	**20,257**

GENERAL TABLE IV—*contd.*

Schools in the Bengal Presidency for the official year 1915-16.

INSTITUTIONS. / MANAGEMENT. / aided.	TOTAL EXPENDITURE FROM—								GRAND TOTAL.
						ALL OTHER SOURCES.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	...	...	Rs.
...	62,094	1,20,214	...	371	1,98,378	56,455	...	...	3,75,418
...	...	1,03,508	...	6,821	21,147	52,001	...	...	1,63,477
...	...	...	...	...	...	...	...	...	...
...	**62,094**	**2,23,722**	...	**7,192**	**2,19,525**	**88,456**	...	..	**5,38,895**
...	...	1,11,025	...	1,562	1,22,634	49,303	...	...	2,84,524
1,400	4,833	63,594	...	6,203	32,948	13,383	...	...	1,16,128
...	...	...	...	...	...	...	...	...	...
1,400	**4,833**	**1,74,619**	...	**7,765**	**1,55,582**	**62,686**	...	...	**4,00,652**
1,400	**66,927**	**3,98,341**	...	**14,957**	**3,75,107**	**1,51,142**	...	...	**9,39,547**
...	...	14,258	...	140	3,308	5,751	...	...	23,457
...	...	...	...	...	...	...	...	...	...
...	...	**14,258**	...	**140**	**3,308**	**5,751**	...	...	**23,457**
...	...	12,644	...	954	4,741	3,957	...	...	22,296
...	...	489	...	...	552	287	...	...	1,328
...	...	**13,133**	...	**954**	**5,293**	**4,244**	...	...	**23,624**
..	...	**27,391**	..	**1,094**	**8,601**	**9,995**	...	...	**47,081**
...	...	...	...	...	...	...	...	...	...
...	...	9,015	...	...	...	...	...	...	9,015
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	10,428	...	...	4,040	6,121	...	...	20,589
...	...	7,020	...	...	1,571	2,320	...	...	10,911
...	...	9,205	...	...	1.654	377	...	...	11,236
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
...	...	**35,668**	...	...	**7,265**	**8,818**	...	...	**51,751**
1,400	**66,927**	**4,61,400**	...	**16,051**	**3,90,973**	**1,69,955**	...	...	**10,38,379**

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in European

Objects of expenditure.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.								
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.
Building	...	...	...	...	...	...	...	...	...
Furniture and Apparatus (Special grants only).	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges ...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges.	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	..	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs.	...	...	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	...	...	...	...	...	..	...	...	...
Total Expenditure on Public Instruction in 1915-16.	**32,244**	...	...	**52,593**	...	**18**	**84,855**	...	...

GENERAL TABLE IV—*contd.*

Schools in the Bengal Presidency for the official year 1915-16.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
Managed by District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards,		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	40,134	...	...
...	...	...	...	...	...	...	...	...	...	...	...	12,884	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**53,018**	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**53,018**	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**4,82,174**	...	**16 051**

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in European

Objects of expenditure.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Un	
	Fees, including fees paid from Moshin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Moshin Fund.	Subscriptions.
	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
Building	27,285	89,432	94,324	2,51,175	1,148	4,600
Furniture and Apparatus (Special grants only).	40,633	11,170	18,130	82,817	211	1,976
Total ...	**67,918**	**1,00,602**	**1,12,454**	**3,33,992**	**1,359**	**6,576**
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges ...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...
Other Professional Colleges.	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...
Miscellaneous—						
Hostel (Boarding) charges ...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...
Charges for conducting examinations.	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs.	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...
Contingencies and miscellaneous...	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	**67,918**	**1,00,602**	**1,12,454**	**3,33,992**	**1,359**	**6,576**
Total Expenditure on Public Instruction in 1915-16.	**3,61,028**	**1,60,022**	**2,01,314**	**12,20,589**	**46,629**	**26,833**

GENERAL TABLE IV—*concld.*

Schools in the Bengal Presidency for the official year 1915-16.

INSTITUTIONS. / MANAGEMENT. / aided.	TOTAL EXPENDITURE FROM—								GRAND TOTAL.
						All other sources.—			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
100	5,848	40,134	...	...	28,433	1,88,456	...	...	257,023
1,974	4,161	12,884	...	...	40,844	33,250	...	...	86,978
2,074	**10,009**	**53,018**	...	...	**69,277**	**2,21,706**	...	...	**344,001**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	**11,870**	...	...	...	...	...	...	**11,870**
...	...	1,960	...	...	...	...	...	...	1,960
...	...	355	...	...	...	...	...	...	355
...	...	1,240	...	...	...	...	...	...	1,240
...	...	19,069	...	...	...	...	...	...	19,069
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	2,019	...	...	...	...	...	...	2,019
...	...	...	...	...	...	...	...	...	...
...	...	**24,643**	...	...	...	...	...	...	**24,643**
...	...	2,69,892	...	...	4,00,044	2,06,773	...	...	8,76,709
...	...	...	...	...	...	...	...	...	...
...	...	3,685	...	...	9,924	...	...	...	13,609
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	11,292	...	...	...	520	...	...	11,812
...	...	...	...	...	58,243	1,86,998	...	...	2,45,241
...	...	**2,84,869**	...	...	**4,68,211**	**3,94,291**	...	...	**11,47,371**
2,074	**10,009**	**3,74,400**	...	...	**5,37,488**	**6,15,997**	...	...	**15,27,885**
3,474	**76,936**	**8,35,800**	...	**16,051**	**9,28,461**	**7,85,952**	...	...	**2,566,264**

EUROPEAN EDUCATION—

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and Primary

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an Examination of an Equivalent Standard.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4			5		
SECONDARY SCHOOLS.								
English and Vernacular.								
FOR BOYS.								
Government { English ...	1	167	22	...	22	49	...	49
Government { Vernacular ...	...	...	...	...	...	...	...	...
District Fund { English ...	...	...	...	...	...	...	...	...
District Fund { Vernacular ...	...	...	...	...	...	...	...	...
Municipal ... { English ...	...	...	...	...	...	...	...	...
Municipal ... { Vernacular ...	...	...	...	...	...	...	...	...
Native States { English ...	...	...	...	...	...	...	...	...
Native States { Vernacular ...	...	...	...	...	...	...	...	...
Aided ... { English ...	17	3,408	353	1	354	681	98	779
Aided ... { Vernacular ...	...	...	...	...	...	...	...	...
Unaided ... { English ...	2	674	181	...	181	165	...	165
Unaided ... { Vernacular ...	...	...	...	...	...	...	...	...
Total Secondary Schools for Boys	**20**	**4,249**	**556**	**1**	**557**	**895**	**98**	**993**
FOR GIRLS.								
Government { English ...	1	114	...	13	13	...	33	33
Government { Vernacular ...	...	...	...	...	...	...	...	...
District Fund { English ...	...	...	...	...	...	...	...	...
District Fund { Vernacular ...	...	...	...	...	...	...	...	...
Municipal ... { English ...	...	...	...	...	...	...	...	...
Municipal ... { Vernacular ...	...	...	...	...	...	...	...	...
Native States { English ...	...	...	...	...	...	...	...	...
Native States { Vernacular ...	...	...	...	...	...	...	...	...
Aided ... { English ...	23	3,872	...	296	296	1	578	579
Aided ... { Vernacular ...	...	...	...	...	...	...	...	...
Unaided ... { English ...	1	46	...	...	...	...	10	10
Unaided ... { Vernacular ...	...	...	...	...	...	...	...	...
Total Secondary Schools for Girls	**25**	**4,032**	...	**309**	**309**	**1**	**621**	**622**
Total Secondary Schools for Boys and Girls.	**45**	**8,281**	**556**	**310**	**866**	**896**	**719**	**1,615**
PRIMARY SCHOOLS.								
FOR BOYS.								
Upper Primary Schools.								
Government	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	5	359	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...
Total ...	**5**	**359**	...	...	...	...	...	...

GENERAL TABLE V.

Education of Europeans in the Bengal Presidency at the end of the official year 1915-16.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
6			7			8			9		
47	...	47	49	...	49	...	...	...	167	...	167
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
803	98	901	1,108	266	1,374	...	...	...	2,945	463	3,408
...	...	...	...	...	...	...	...	...	...	...	...
168	...	168	160	...	160	...	...	...	674	...	674
...	...	...	...	...	...	...	...	...	...	...	...
1,018	**98**	**1,116**	**1,317**	**266**	**1,583**	...	...	...	**3,786**	**463**	**4,249**
...	30	30	...	38	38	...	...	...	...	114	114
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
33	739	772	670	1,555	2,225	...	...	...	704	3,168	3,872
...	...	...	...	...	...	...	...	...	...	...	...
1	12	13	12	11	23	...	...	...	13	33	46
...	...	...	...	...	...	...	...	...	...	...	...
34	**781**	**815**	**682**	**1,604**	**2,286**	...	...	...	**717**	**3,315**	**4,032**
1,052	**879**	**1,931**	**1,999**	**1,870**	**3,869**	...	...	...	**4,503**	**3,778**	**8,281**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
31	11	42	269	48	317	...	...	...	300	59	359
...	...	...	...	...	...	...	...	...	...	...	...
31	**11**	**42**	**269**	**48**	**317**	...	...	...	**300**	**59**	**359**

EUROPEAN EDUCATION—

Return of the Stages of Instruction of pupils in Public Schools for Secondary and Primary

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4			5		
PRIMARY SCHOOLS.								
For Boys.								
Lower Primary Schools.								
Government	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...
Total Primary Schools for Boys	**5**	**359**	...	...	...	...	...	...
For Girls.								
Upper Primary Schools.								
Government	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	7	445	...	...	...	1	...	1
Unaided	...	...	...	...	...	...	...	...
Total ...	**7**	**445**	...	...	...	**1**	...	**1**
Lower Primary Schools.								
Government	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	2	40	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...
Total ...	**2**	**40**	...	...	...	...	...	...
Total Primary Schools for Girls	**9**	**485**	...	...	...	**1**	...	**1**
Total Primary Schools for Boys and Girls.	**14**	**844**	...	...	...	**1**	...	**1**
Grand Total for 1915-16 ...	**59**	**9,125**	**556**	**310**	**866**	**897**	**719**	**1,616**

GENERAL TABLE V—*concld.*

Education of Europeans in the Bengal Presidency at the end of the official year 1915-16.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
6			7			8			9		
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...
31	**11**	**42**	**269**	**48**	**317**	...	...	...	**300**	**59**	**359**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
11	41	52	159	233	392	...	...	...	171	274	445
...	...	...	...	...	...	...	...	...	...	...	...
11	**41**	**52**	**159**	**233**	**392**	...	...	...	**171**	**274**	**445**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	8	32	40	...	...	...	8	32	40
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	**8**	**32**	**40**	...	...	...	**8**	**32**	**40**
11	**41**	**52**	**167**	**265**	**432**	...	...	...	**179**	**306**	**485**
42	**52**	**94**	**436**	**313**	**749**	...	...	...	**479**	**365**	**844**
1,094	**931**	**2,025**	**2,435**	**2,183**	**4,618**	...	...	...	**4,982**	**4,143**	**9,125**

Statement showing particulars of Maktabs, Mulla schools, Tols, Pathshalas and Kyaung schools.

Particulars.	Classed in general table III as "Primary schools."	Classed in general table III as "Other schools."	Classed in general table III as "Private institutions."	Total.
1	2	3	4	5
MAKTABS.				
1. Institutions ... For boys	4,619	71	1,369	6,059
For girls	1,238	32	246	1,516
2. Pupils ... Boys ...	144,575	1,540	26,954	173,069
Girls ...	36,325	935	8,154	45,414
3. Expenditure from Provincial funds.	35,820	939	120	36,879
4. Expenditure from District or local funds.	1,72,044	2,380	336	1,74,760
5. Expenditure from Municipal funds.	18,526	305	168	18,999
6. Fees	2,15,564	616	334	2,16,514
7. Other sources	59,026	5,125	132	64,283
8. Total expenditure ...	5,00,980	9,365	1,090	5,11,435
MULLA SCHOOLS.				
1. Institutions ... For boys	...	...	...	...
For girls	...	...	...	...
2. Pupils ... Boys ...	...	...	...	...
Girls ...	...	...	...	...
3. Expenditure from Provincial funds.	...	...	...	...
4. Expenditure from District or local funds.	...	...	...	...
5. Expenditure from Municipal funds.	...	...	...	...
6. Fees	...	...	...	...
7. Other sources	...	...	...	...
8. Total expenditure ...	...	...	...	...
TOLS.				
1. Institutions ... For boys	...	567	67	634
For girls	...	...	...	...
2. Pupils ... Boys ...	...	6,959	474	7,433
Girls ...	...	13	...	13
3. Expenditure from Provincial funds.	...	26,546	...	26,546

Statement showing particulars of Maktabs, Mulla schools, Tols, Pathshalas and Kyaung schools—concld.

Particulars.	Classed in general table III as "Primary schools."	Classed in general table III as "Other schools."	Classed in general table III as "Private institutions."	Total.
1	2	3	4	5
TOLS—*contd.*				
4. Expenditure from District or local funds.	...	14,542	79	14,621
5. Expenditure from Municipal funds.	...	5,382	60	5,442
6. Fees	...	264	...	264
7. Other sources	...	1,12,942	1,381	1,14,323
8. Total expenditure ...	...	1,59,676	1,520	1,61,196
PATHSHALAS.				
1. Institutions ... For boys	...	...	69	69
For girls	...	...	12	12
2. Pupils ... Boys ...	...	...	1,427	1,427
Girls ...	...	...	323	323
3. Expenditure from Provincial funds.	...	...	...	...
4. Expenditure from District or local funds.	...	...	...	...
5. Expenditure from Municipal funds.	...	...	...	...
6. Fees	...	...	...	...
7. Other sources	...	...	...	...
8. Total expenditure ...	...	...	...	...
KYAUNG SCHOOLS.				
1. Institutions ... For boys	...	...	54	54
For girls	...	...	...	...
2. Pupils ... Boys ...	...	...	805	805
Girls ...	...	...	...	...
3. Expenditure from Provincial funds.	...	...	...	...
4. Expenditure from District or local funds.	...	...	...	...
5. Expeneiture from Municipal funds.	...	...	...	...
6. Fees	...	...	...	...
7. Other sources	...	...	...	...
8. Total expenditure ...	...	...	...	...

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GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 5TH JANUARY 1917.

RESOLUTION—No. 33.

READ—

The Report on Public Instruction in Bengal for 1915-16.

THE report of the Director of Public Instruction is a careful and interesting summary of the working of the Education Department during the past year, and is published for general information.

Notwithstanding unfavourable financial conditions, there was a further increase of expenditure on education and a resultant expansion of educational work, and the Director of Public Instruction is once more able to report a larger number of schools and scholars, both male and female, than in any previous year. New capital expenditure practically ceased, as the Government of India were not in a position to permit drafts upon the unexpended balance of non-recurring Imperial grants, but the recurring grants were made available in full, subject to the condition, which has also governed non-recurring charges, that no new expenditure should be incurred unless likely to prove immediately remunerative or of imperative and immediate necessity. The number of educational institutions rose by a little over 2,000, aggregating 46,770. The number of male pupils was 1,559,728 and of female pupils 284,813, representing an increase of approximately 24,000 and 20,000 respectively.

2. **Administrative Staff.**—Four members of the Indian Educational Service were permitted to join the Indian Army Reserve of Officers, of whom one is believed to be a prisoner of war. Since the close of the year practically all the junior members of the service have volunteered, and as many as could be spared have been allowed to join.

3. **Collegiate Education.**—The number of colleges was reduced by the abolition of the Arts Departments of the London Missionary Society Institution at Bhowanipur and of the Bishop's College at Calcutta, but the number of students increased from 15,921 to 17,226. The Governor in Council has regretfully to admit the justice of the Director's unfavourable criticism of the present condition of Presidency College. There were serious breaches of discipline in this College, including a strike, in which many of the students participated, and an organized assault on one of the European Professors. In view of these disgraceful incidents the college was closed from the 18th February 1916 to the end of the summer vacation, and a committee was appointed to inquire into the general state of discipline in the college ; its report has since been published. Not the least regrettable feature of these incidents was that a representative committee of students, elected by their fellow-students to serve as an intermediary between them and the Principal, who were expected to show a sense of responsibility and to co-operate in the maintenance of authority, either passively acquiesced in or actively promoted indiscipline, with the result that the committee had eventually to be abolished.

One of the most urgent reforms required in connection with collegiate education is the provision of suitable hostels under proper supervision, but this is a reform which does not appear to appeal with much force as yet to the Indian public. It seems to be thought, in some quarters, that, so long as students behave well in the class-rooms, it is no concern of the collegiate authorities to see where and how they live. The burden of providing hostels for private colleges has hitherto been borne largely by Government, who have received liberal subventions for this purpose from the Government

of India. During the year under review a sum of 9½ lakhs was paid to the Calcutta University out of a grant of 10 lakhs given by that Government for the construction of hostels for undergraduates of private colleges in Calcutta. Two lakhs were also spent on the construction of a building for the Calcutta University Institute which is doing useful work among students.

4. **Secondary Education of Indian Boys.**—The extent to which secondary education has spread in Bengal is apparent from the fact that it contains as many secondary schools as Madras, Bombay, the Punjab, Bihar and Orissa and the United Provinces taken together. In spite of the disappearance of 31 middle vernacular schools, a class of school which has for a long time past been unable to compete with the middle English schools, there was a further addition to the number of secondary schools during the year under review, while at its close the total number of pupils in these schools amounted to 372,026. High schools alone increased from 588 to 616 and the attendance in them rose to 197,530. The Director draws attention to the fact that the general condition of secondary education is still bad and that high schools, in particular, are in need of considerable improvement. At present the teachers are mostly ill-paid and discontented, the buildings are generally overcrowded, the standards of education and discipline are low, and it has to be admitted that the Government schools are little, if at all, above the level of the better class of aided schools. The content of the people with the present system leading up to the Matriculation Examination, success in which is a passport to Government service and a valuable asset in the marriage market; their disinclination to pay any part of the increased cost of a higher type of education; and the inability of Government, with its limited resources and growing burdens, to introduce a reformed system without their assistance, are all difficulties in the way of improving the present unsatisfactory state of secondary education.

A residential school was opened at Hastings House in Calcutta for the education, on English public school lines, of the sons of those who are willing to pay substantial fees. It had 37 pupils on its rolls at the close of the year and is reported to have done good work. A scheme for systematic instruction in woodwork, which is an important factor in hand and eye training, has been tentatively introduced in selected high schools; the boys have taken to the work with general keenness.

5. **Primary Education of Indian Boys.**—There was an addition of 3,285 in the number of primary schools, and an increase of 77,415 pupils brought the attendance up to 1,124,109. Progress was most noticeable in Eastern Bengal, which is at present a good deal more advanced than West Bengal in all branches of primary education. A decrease in the number of upper primary schools is due to the ever-growing demand for education in English and the consequent unpopularity of a purely vernacular course of instruction. In the case of lower primary schools there was an increase both in number and in attendance, but part of the increase is due to the fact that secularised *maktabs* in the Presidency and Burdwan Divisions, which were formerly shewn as special schools, have now been returned as primary schools. Of the total expenditure on primary education 43·7 per cent. is drawn from public funds, while 56·3 per cent. is derived from private sources. The Imperial grants for primary education have made it possible to introduce various measures of practical reform, the chief among which are the enhancement of the pay of teachers in aided primary schools, the grant of subsidies for the maintenance of Board primary schools and the improvement of guru-training schools. These reforms have been introduced throughout the Province, while a grant allotted to Eastern Bengal has been utilized for the encouragement of female and Muhammadan education in that part of the Presidency. A real improvement is already noticeable. In the Board lower primary schools good work is being done and the pandits are reported to be reasonably prosperous and contented, while the work in guru-training schools is being carried on with a new thoroughness and vigour.

6. **Training of Teachers.**—As in the preceding year there were 3 colleges for the training of secondary school teachers, 6 normal schools for vernacular masters, 116 schools for the training of primary school teachers and 4 special training classes. The David Hare Training College at

Calcutta and the Dacca Training College are maintained by Government and teach up to the Bachelor of Teaching and Licentiate in Teaching standards of the Calcutta University. Both institutions were maintained in a satisfactory state of efficiency and it is hoped that the teachers trained at these colleges will gradually leaven the low standard of teaching in secondary schools. Their work is, however, confined in the main to the training of teachers already in Government service, and the extension of their influence to the teachers in private schools is hampered by the lack of funds for the provision of stipends. Besides these Government institutions, there is only one small training school for secondary teachers, viz., the London Missionary Society Training Class at Bhawanipur, which is aided by the department and had 13 students on its rolls. Five normal schools are maintained by Government at which teachers are trained for vernacular schools and for the vernacular departments of high schools; there is also an aided school at Krishnagar, which is maintained by the Church Missionary Society for the benefit of the mission schools. There were altogether 445 students in the normal schools, of whom only 95 passed out with final certificates. Government maintains 113 guru-training schools, including six which are reserved for the training of *mianjis* or teachers in *maktabs*, while three schools are maintained by missionary bodies. There were 1,952 *gurus* under training, of whom 906 were successful at the final certificate examination. A scheme for the improvement of the guru-training schools on the lines approved for the province of Eastern Bengal and Assam is now under the consideration of Government. The object of the scheme is to arrange for the training of a larger number of students every year and to render the career of primary school teachers more atractive.

7. **Professional and Technical Education.**—There were 10 Law Colleges with an aggregate of 2,646 students, of whom 365 passed the B. L. Final Examination held during the year. The comparative paucity of students studying for a commercial, technical or industrial career is again marked, the total number of youths or boys attending commercial, engineering and surveying, technical and industrial schools being only 2,021. The Civil Engineering College, Sibpur, had 74 students in the Engineer Department and 175 students in the Apprentice Department, while the Dacca School of Engineering had 133 students in the Apprentice Department. The Mechanical and Electrical Branch of the latter school was closed, and it has also been decided to discontinue the tinctorial chemistry classes in the Sibpur College, which were opened as an experimental measure some years ago, as they have failed to attract students. The popularity of the Government Commercial Institute declined, the number of students, which was 230 at the beginning of the session, falling to 116; an accountancy and auditing class was opened during the year under review. There were 276 students in the various departments of the Government School of Art, Calcutta; 26 ex-students of the school obtained remunerative employment during the year. The Artisan Class of the Government Weaving Institute, Serampore, is gaining in popularity, and the number of students could be doubled if there was sufficient accommodation. The improvement and expansion of this school are engaging the attention of Government, but considerable expenditure will be required and the scheme will have to be co-ordinated with other proposals for the reform of technical and industrial education in the Province. The Mining Educational Advisory Board has been reconstituted, and its sphere enlarged so as to include all mining education in Bengal. A scheme for a Mining Institute has had to be kept in abeyance owing to financial conditions, and in the meantime evening classes in mining are being held in the coalfields, which are proving a success.

8. **Education of Indian Girls and Women.**—A satisfactory feature of the year's record is the further expansion of education among Indian girls and women. There was an addition of 640 girls' schools, while the increase of 17,242 scholars recorded in 1914-15 has been followed by a further increase of 20,711. The growing interest taken by Muhammadans in the education of their women is evinced by the fact that they contributed 12,592 to this last increase. There were two women colleges, the Bethune College at Calcutta,

which did well at the B.A. and I.A. examinations and was affiliated in mathematics up to the Intermediate Standard, and the Diocesan College, which teaches up to the B.A. and B.T. degrees and had 43 girls on the rolls. This College continues to maintain a high standard of efficiency. The number of secondary schools was 63, viz., 14 high schools and 49 middle schools; of the latter 28 are middle vernacular schools, which are little better than primary schools. The great majority of the girls' schools are poorly housed private institutions, which receive small grants or stipends from District Boards and Municipalities.

The chief needs of female education are reported to be better buildings for the schools, suitable quarters for the mistresses, the substitution of adequately paid mistresses for the old pandits now employed and the provision of mistresses who have been trained in methods of teaching. Owing to financial restrictions it has been impossible to do much to supply these needs. Building projects had to be suspended; a scheme for the establishment of a secondary training college for women, which should have been opened during the year, had to be kept in abeyance; and the initiation of a training class for Muhammadan female teachers, which is one of the most urgent requirements of Muhammadan female education, had to be postponed. At present, the only secondary training class for Indian female teachers is that attached to the Diocesan College, which was opened three years ago. Primary training classes, except those maintained by Government at Calcutta and Dacca, are all managed by missionary bodies. At Dacca 22 pupils were under training; in Calcutta there is a training class for Hindu widows, which is doing good work.

In addition to the ordinary types of schools recognised by the Department, such as high, middle and primary schools, there are zenana classes and home schools for girls which are assisted by grants and are conducted by elderly zenana ladies in their own homes. The home schools started in Eastern Bengal in accordance with the recommendations of the Female Education Committee of Eastern Bengal and Assam are doing satisfactory work. Two new schemes for zenana work were sanctioned for Pabna and Rangpur, and six classes were opened at the latter place. Lace-making, drawn-thread work and embroidery are taught in nine industrial schools, and peripatetic teachers have been appointed to tour from place to place and give instruction in needle-work in primary schools.

It is an encouraging feature of female education in Bengal that the *bhadralok* or middle classes are recognizing that the education of their girls up to a certain standard is a practical necessity, and though they prefer, if possible, to get them educated free of charge, they are so impressed with its advantages that they are ready to pay a reasonable rate of fees.

9. **Education of Europeans.**—There were 78 institutions, of which 59 were schools for general and 19 for special instruction; the total number of European and Anglo-Indian pupils at the close of the year was 9,662. There was an improvement in the standard of teaching in some schools, but the great majority of teachers were untrained; out of 499 teachers, only 43 were graduates and 185 had received pedagogic training. There is no training institution in Bengal for male teachers; one such teacher was deputed to Sanawar, but gave up the course to join the Army. The Dow Hill Training Class, which had 14 students under training, is the only recognised institution for women teachers. Instruction in manual training was given in eight schools and vocational training in 11 schools. The Young Women's Christian Association at Calcutta continued to do good work in its commercial and training classes, which were attended by 934 students, who learnt shorthand, typewriting, cookery, dress-making, millinery, first aid to the injured, home-nursing, household management, physical training, stencilling and painting, Hindustani and French. The Association also holds a special class in needle-work and cutting-out for the women teachers of European schools in Calcutta. Domestic training was given to girls in St. Helen's Convent at Kurseong, St. Andrew's Colonial Homes at Kalimpong, and some higher elementary schools; and an up-to-date domestic science school was opened at Kalimpong. Cadet corps were maintained in

16 schools, the number on the muster-rolls being 1,465. Most of the boys' secondary schools deputed one member or more of their staff for military service.

10. **Education of Muhammadans.**—The number of Muhammadan pupils increased from 803,589 to 824,250, and it is noticeable that there is now one Muhammadan girl at school to every five Muhammadan boys. Even with this increase, however, the percentage of Muhammadans under instruction (44·9 per cent.) is below their proportionate strength (52·7 per cent.) in the population of Bengal. Only 1,535 Muhammadans are students in colleges, where they are out-numbered tenfold by the Hindus. On the other hand, though, as observed in the resolution of 1913-14, they have hitherto been slow in entering technical and industrial schools in spite of their mechanical ability, a larger number took advantage of the opportunities for a technical education afforded by engineering, surveying and industrial schools. The reformed Madrasah scheme, which aims at bringing a specifically Islamic education into line with the requirements of the times, was brought into operation during the year and has now been introduced in the Government Madrasahs, aided senior Madrasahs, and recognised junior Madrasahs. In order to provide facilities for the education of Muhammadan boys, it has been decided that Government Madrasahs should be maintained entirely at the cost of Government, and that the amount previously spent on their up-keep from the Mohsin Fund should be devoted to the award of 124 special stipends to Muhammadan pupils.

11. **Education of Special Classes.**—During the year under review a scheme was sanctioned for the improvement and expansion of education among the Sonthal inhabitants of Bankura, Birbhum and Midnapore. Nine new schools were opened in Jalpaiguri for the education of the children of labourers employed in tea gardens, and a special grant was made for the establishment of 30 new schools in the same district. A scheme has also been approved for the education of the children of labourers working in the mills along the river Hooghly.

12. **Physical and Moral Training.**—The number of hostels and boarding-houses increased from 660 to 735, the number of boarders being 23,545, or 1·3 per cent. of the college and school enrolment. The scale of allowances sanctioned for Superintendents of hostels attached to Government schools and colleges in the western districts of the Presidency was extended to Eastern Bengal. A Committee was appointed to conduct an enquiry into the hygienic conditions of schools and colleges and to devise a comprehensive scheme of improvement. Their recommendations, which involve considerable expenditure, have been submitted to the Government of India. The Adviser in Physical Education inspected a number of colleges, schools and hostels and found a decided change for the better in the hygienic and sanitary arrangements of most of them.

Open breaches of discipline were few, but the standard of discipline is low. Several students were interned under the Defence of India Act and there is reason to believe that many colleges and schools are being persistently exploited by anarchist organisations.

13. The Governor in Council desires to express his cordial thanks to the Hon'ble Mr. Hornell for his careful and zealous administration of the Department and his interesting and suggestive report. He regrets that progress in various directions has been unfortunately checked by unfavourable financial conditions. All that can be done until funds are made available after the termination of the war is to continue to examine the existing conditions under which education is imparted throughout the province and to mature schemes for the reform of those conditions.

By order of the Governor in Council,

L. S. S. O'MALLEY,

Secy. to the Govt. of Bengal.

No. 34.

COPY forwarded to the Director of Public Instruction, Bengal, for information.

Circular No. 1.

COPY forwarded to all Commissioners of Divisions for information.

No. 35.

COPY forwarded to the Municipal Department of this Government for information.

By order of the Governor in Council,

C. W. GURNER.
Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 5th January 1917.

B. S. Press—13-1-1917—5011C—1,160—C. A. P.

SUPPLEMENT

TO THE

REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR THE YEAR

1915-16.

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1917.

SUPPLEMENTARY TABLES.

No. 1.

Comparative statement of Expenditure on Education for 1914-15 and 1915-16.

Heads of charges.	1914-15.				1915-16.			
	Net expenditure after deducting receipts.			Total expenditure.	Net expenditure after deducting receipts.			Total expenditure.
	From Provincial revenues.	From District funds.	From Municipal funds.		From Provincial revenues.	From District funds.	From Municipal funds.	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	2,75,050	...	...	10,93,778	10,66,981	...	...	24,90 261
Collegiate	12,51,726	...	167	26,35,612	12,32,235	...	192	25,95,563
Secondary	8,66,398	1,91,105	23,091	68,41,674	8,84,882	2,11,288	25 340	72,54,015
Primary	1,87,219	12,39,320	54,163	34,33,368	2,21,567	13,50,869	66,087	37,40,699
Female	4,98,728	1,77,345	40,978	12,42,051	5,22,004	2,02,882	42,682	13,21,941
Special	7,62,996	1,40,933	29,312	16,24,535	8,24,761	73,849	14,681	14,82,340
Scholarships ...	2,47,328	43,874	1,857	3,45,099	2,56,525	44,276	1,838	3,54,816
Buildings	27,37,953	3,95,015	9,280	38,47,850	11,49,000	2,62,525	13,075	22,29 300
Furniture	2,53,226	1,49,617	1,912	5,55,558	93,763	42,030	1,630	2,95,426
Miscellaneous ...	5,93,275	51,148	6,039	27,37,282	5,96,367	43,297	3,754	23 13,311
Superintendence ...	10,29,011	45,560	1,399	10,76,321	10,51,387	47,554	1,326	11,00,651
Total ...	87,02,910	24,33,947	1,68,228	2,54,34,128	78.99,472	22,78.570	1,70,605	2.53,78,348

No. 2.

Statement showing the variations in the results of the University Examinations for the past six years.

Year.	Matriculation Examination.			Intermediate Examination.						B.A. Examination.			B.Sc. Examination.		
				Intermediate in Arts.			Intermediate in Science.								
	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1910-11	3,754	2,652	70·6	2,275	1,118	49·1	833	366	43·9	742	457	69·5	183	121	66·1
1911-12	6.428	4,161	64·7	3,180	1,591	50·0	1,009	497	49·2	1,043	634	60·7	266	157	59·0
1912-13	6,850	5,002	73·02	3,368	1.686	50·06	943	653	68·8	1,627	1,010	62·07	383	252	65·79
1913-14	8,116	4,937	60·8	4,223	1,929	45·6	836	508	60·7	2,171	1,134	52·2	404	218	53·9
1914-15	9,053	5,555	61·03	4,686	2,451	52·3	873	437	55·7	2,478	1,148	46·3	467	226	48·3
1915-16	10,046	6,006	59·8	4,799	2,267	47·2	1,095	534	51·5	2,817	1,458	51·8	484	334	68·7

Year.	M.A. Examination.			M.Sc. Examination.			B.L. Examination.			B.E. Examination.		
	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.
	17	18	19	20	21	22	23	24	25	26	27	28
1910-11	139	74	53·2	11	9	81·8	329	162	49·2	14	13	92·8
1911-12	261	153	58·6	56	35	62·5	495	245	49·4	19	16	84·2
1912-13	275	165	60 0	56	35	62·5	472	254	53·8	16	10	62·5
1913-14	406	219	53·9	81	47	58·02	524	316	60·3	16	10	62·5
1914-15	523	317	60·6	94	55	55·5	475	267	56·2	25	10	40
1915-16	590	251	42·5	127	57	44·9	642	365	56·9	26	22	84·6

No. 3.

Comparative statement showing the number of pupils attending different classes of institutions, Division by Division, for the years 1914-15 and 1915-16.

DIVISION.	NUMBER OF PUPILS IN PUBLIC INSTITUTIONS.									
	Colleges.		Secondary schools.		Primary schools.		Special schools.		Total.	
	1914-15.	1915-16.	1914-15.	1915-16.	1914-15.	1915-16.	1914-15.	1915-16.	1914-15.	1915-16.
1	2	3	4	5	6	7	8	9	10	11
Burdwan	1,425	1,517	65,001	66,521	263,593	293,766	25,031	4,192	355,050	385,996
Presidency	1,726	1,815	63,238	65,755	212,233	250,856	52,418	7,599	329,615	326,025
Calcutta	12,200	13,078	30,615	31,092	15,032	24,221	11,071	4,783	68,918	73,174
Dacca	2,530	3,381	103,293	103,451	324,077	336,376	7,404	9,045	437,304	452,253
Rajshahi	1,003	1,046	52,144	53,070	211,115	220,502	5,378	8,358	269,640	282,976
Chittagong	673	277	60,778	59,324	197,445	200,857	7,470	7,279	266,366	267,737
European Institutions ...	...	...	7,864	8,281	747	844	1,463	1,212	10,074	10,337
Total ...	19,557	21,114	382,933	387,494	1,224,242	1,327,422	110,235	42,468	1,736,967	1,778,498

No. 3—*concluded.*

DIVISION.	NUMBER OF PUPILS IN PRIVATE INSTITUTIONS.										GRAND TOTAL.	
	Advanced.		Elementary.				Other schools.		Total.			
			Teaching the vernacular.		Teaching the Koran.							
	1914-15.	1915-16.	1914-15.	1915-16.	1914-15.	1915-16.	1914-15.	1915-16.	1914-15.	1915-16.	1914-15.	1915-16.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	323	454	60	177	239	186	3,555	4,477	4,177	5,294	359,227	371,290
Presidency	...	...	289	83	...	25	603	1,148	892	1,256	330,507	327,281
Calcutta	...	...	...	...	452	425	4,295	4,799	4,747	5,224	73,665	78,398
Dacca	709	542	2,559	1,750	15,904	16,721	7,634	8,172	26,806	27,185	464,110	479,438
Rajshahi	169	267	1,027	1,662	906	545	1,670	1,577	4,672	3,991	274,312	286,967
Chittagong	3,521	4,154	2,336	...	14,750	17,206	1,021	1,733	21,628	23,093	287,994	290,830
European Institutions ...	...	...	...	...	...	...	...	...	...	...	10,074	10,337
Total	4,722	5,417	7,171	3,612	32,251	35,108	18,778	21,906	62,922	66,043	1,799,889	1,844,541

No. 4.

Statement showing the statistics of Government, Aided and Unaided Arts Colleges for 1915-16.

ARTS COLLEGES.	Number of pupils on the rolls on the 31st March 1916.	Average monthly rollnumber.	Average daily attendance.	EXPENDITURE IN 1915-16. FROM PUBLIC FUNDS. Provincial Revenues.	FROM PUBLIC FUNDS. District or Municipal Funds.	FROM PRIVATE FUNDS. Fees.	FROM PRIVATE FUNDS. Endowments and other sources.	Total.	COST PER ANNUM OF EACH STUDENT. From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Government (8).				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1. Presidency College	975	986	958	2,34,028	..	1,19,435	3,864	3,57,327	237 5 7	125 0 10	362 6 5
2. Hooghly ,, ...	242	237	223	31,776	...	17,728	...	49,504	134 1 3	74 12 10	208 14 1
3. Krishnagar ,, ...	184	178	172	31,166	...	12,302	2,736	46,204	175 1 5	84 7 9	259 9 2
4. Sanskrit ,, ...	214	207	172	11,783	...	12,656	...	24,439	56 14 9	61 2 3	118 1 0
5. Dacca ,, ...	820	833	768	1,42,938	...	66,610	...	2,09,548	171 9 6	79 15 5	251 8 11
6. Chittagong ,, ...	264	253	177	35,640	...	15,344	116	51,100	140 13 11	61 1 8	201 15 7
7. Rajshahi ,, ...	774	735	618	38,778	...	38,321	10,228	87,327	52 12 2	66 0 10	118 13 0
8. Bethune ,, ...	67	71	45	36,603	...	2,682	...	39,285	515 8 7	37 12 5	553 5 0
Total for 1915-16 ...	3,540	3,500	3,133	5,62,712	...	2,35,078	16,944	8,64,734	160 12 5	86 4 8	247 1 1
Municipal (1).											
Midnapore College	132	121	120	7,194	192	7,546	229	15,161	61 0 8	64 4 0	125 4 8
Total for 1915-16 ...	132	121	120	7,194	192	7,546	229	15,161	61 0 8	64 4 1	125 4 9
Aided (13).											
1. St. Xavier's College	593	560	531	12 600	...	26,204	5,596	44,400	22 8 0	56 12 7	79 4 7
2. Scottish Churches College	1,125	1,103	1,015	24,000	...	70,678	75,924	1,70,602	21 5 7	130 6 10	151 12 5
3. Daulatpur Hindu Academy ...	490	502	427	7,200	...	18,324	905	26,329	14 5 6	38 1 8	52 7 2
4. Wesleyan Mission, Bankura ...	301	276	198	7,200	...	19,369	12,398	38,967	26 1 4	115 1 6	141 2 10
5. Narail Victoria College	108	111	87	1,140	...	5,545	..	6,685	10 4 4	49 15 3	60 3 7
6. Jagannath College, Dacca	761	728	658	12,000	...	31,438	744	44,182	16 7 9	44 3 3	60 11 0
7. Broja Mohan College, Barisal ...	496	557	492	14,400	...	18,883	...	33,283	25 14 4	33 15 5	55 13 9
8. A. M. College, Mymensingh ...	527	522	504	10,450	...	32,309	...	42,759	20 8 6	61 14 3	82 1 9
9. Comilla Victoria College	534	522	415	4,200	...	20,633	1,222	26,055	8 0 9	41 13 10	49 14 7
10. St. Paul's Cathedral Mission ...	197	184	182	6,000	...	3,639	15,953	25,592	32 9 9	106 7 8	139 1 5
11. Serampore College	226	215	90	12,000	...	14,871	11,939	38,810	55 13 0	124 11 2	180 8 2
12. Pabna Edward College	257	255	146	6,000	..	10,834	...	16,834	23 8 6	42 7 9	66 0 3
13. Diocesan College	43	44	40	7,200	...	2,522	26	9,748	163 10 2	57 14 7	221 8 9
				750*	...	.....	...	750			
Total for 1915-16 ...	5,658	5,579	4,785	1,25,140	...	2,75,149	1,24,707	5,24,996	22 6 11	71 10 9	94 1 8
Unaided (10).											
1. City College	1,456	1,461	1,318	...	...	70,856	...	70,856	...	48 8 0	48 8 0
2. Ripon College	1,673	1,652	1,318	...	...	66,475	...	66,475	...	40 3 10	40 3 10
3. Burdwan Raj College	133	139	120	...	...	4,897	6,612	11,509	...	82 12 9	82 12 9
4. Berhampore Krishnath College ...	1,013	1,047	975	...	...	49,301	20,531	69,832	...	66 11 2	66 11 2
5. Central College	340	349	309	...	...	7,362	...	7,362	...	21 1 6	21 1 6
6. Uttarpara College	163	150	140	...	...	6,817	...	6,817	...	45 7 2	45 7 2
7. Hetampur College	34	34	32	...	...	1,416	4,622	6,038	...	177 9 4	177 9 5
8. Bangabasi College	1,348	1,250	1,194	...	...	54,670	...	54,670	...	43 11 9	43 11 9
9. Metropolitan Institution	1,722	1,667	1,523	...	...	77,180	...	77,180	...	46 4 9	46 4 9
10. Loreto House	14	9	9	...	...	1,140	2,170	3,310	...	367 12 5	367 12 5
Total for 1915-16 ...	7,896	7,758	6,938	...	...	3,40,114	33,935	3,74,049	...	48 3 5	48 3 5
Total of all Colleges for 1915-16 ...	17,226	16,958	14,976	6,95,046	192	9,07,887	1 75,815	17,78,940	41 0 0	63 14 6	104 14 6
Indirect expenditure for all Colleges for 1915-16.	...	...	...	2,54,053	1,118	2,66,916	1,02,851	6,24,938	...	...	...
GRAND TOTAL FOR 1915-16 ...	17,226	16,958	14,976	9,49,099	1,310	11,74,803	2,78,666	24,03,878	...	...	...
GRAND TOTAL FOR 1914-15 ...	15,921	16,027	14,141	13,2 ,599	4,275	11,49,361	3,01,798	27,77,033	.	...	...

* Includes Rs. 750 sanctioned for the L. M. S. College, Bhowanipur, which has been abolished.

No. 5.

Statement showing the results of the Intermediate Examination held in March 1916.

NAME OF COLLEGE.	IN ARTS.						IN SCIENCE.					
	Number of candidates.	NUMBER PASSED.				Percentage of success.	Number of candidates.	NUMBER PASSED.				Percentage of success.
		First Division.	Second Division.	Third Division.	Total passed.			First Division.	Second Division.	Third Division.	Total passed.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Government Colleges.												
1. Presidency College	85	37	17	3	57	67·0	80	42	18	1	61	76·2
2. Hooghly ,, ...	46	7	10	6	23	50	28	12	3	1	16	57·1
3. Krishnagar ,, ...	54	11	18	5	34	62·9	16	10	2	...	12	75
4. Sanskrit ,, ...	72	8	20	1	29	40·2	...	...	...	...	...	...
5. Dacca ,, ...	142	36	36	12	84	59.1	34	13	12	1	26	76·4
6. Chittagong ,, ...	48	12	15	5	36	75	19	9	6	1	16	84·2
7. Rajshahi ,, ...	184	29	52	30	111	60·3	46	15	17	2	34	73·9
8. Bethune ,, ...	10	6	2	1	9	90	...	...	...	...	...	...
Total for 1915-16 ...	641	150	170	63	383	59·7	223	101	58	6	165	73·9
Municipal College.												
1. Midnapore College	59	12	14	3	29	49·1	...	...	...	...	...	...
Total for 1915-16 ...	59	12	14	3	29	49·1	...	...	...	...	...	...
Aided Colleges.												
1. St. Xavier's College	102	7	27	10	44	43·1	88	20	11	...	31	35·2
2. Scottish Churches College ...	173	45	50	6	104	60·1	91	52	18	...	70	76·9
3. Hindu Academy, Daulatpur	165	29	41	23	93	56·3	31	12	11	1	24	77·4
4. Wesleyan Mission College, Bankura.	83	18	24	6	48	57·8	17	7	4	...	11	64·7
5. Victoria College, Narail ...	73	8	20	5	33	45·2	...	...	...	...	...	...
6. Jagannath College, Dacca ...	156	28	47	9	84	53·8	24	6	7	...	13	54·1
7. Braja Mohan College, Barisal	185	15	51	16	82	44·3	...	...	...	...	...	...
8. Ananda Mohan College, Mymensingh.	169	12	55	31	98	57·9	...	...	...	...	...	...
9. Victoria College, Comilla ...	266	23	65	17	105	39·4	...	...	...	...	...	...
10. St. Paul's Cathedral Mission College	47	13	22	4	39	82·9	...	...	...	...	...	...
11. Serampore College	54	10	9	6	25	42·5	...	...	...	...	...	...
12. Edward College, Patna ...	110	8	26	11	45	40·9	...	...	...	...	...	...
13. Diocesan College	16	4	11	...	15	93·7	...	...	...	...	...	...
14. L. M. S. College, Calcutta ...	3*	...	1	...	1*	33·3	...	...	...	...	...	...
Total for 1915-16 ...	1,602	223	449	144	816	50·9	251	97	51	1	149	59·3
Unaided Colleges.												
1. City College	331	40	107	46	193	58·3	73	17	11	3	31	42·4
2. Ripon ,, ...	320	31	55	15	101	31·5	128	26	24	5	55	42·9
3. Burdwan Raj College ...	53	11	15	5	31	58·4	...	...	...	...	...	...
4. Krishnath College, Berhampore.	259	18	64	20	102	39·3	84	13	15	1	29	34·5
5. Central College	254	8	46	17	71	27·9	1	...	...	...	...	...
6. Uttarpara ,, ...	71	3	23	4	30	42·2	26	6	3	2	11	42·3
7. Hetampur ,, ...	14	1	5	1	7	50	...	...	...	...	...	...
8. Bangabasi ,, ...	380	23	85	30	138	36·3	199	41	39	7	87	43·7
9. Metropolitan Institution ...	505	42	116	53	211	41·7	87	21	5	4	30	34·4
10. Loreto House	6	2	3	...	5	83·3	...	...	...	...	...	...
Total for 1915-16 ...	2,193	179	519	191	889	40·5	598	124	97	22	243	40·6
TOTAL OF ALL COLLEGES FOR 1915-16.	4,495	564	1,152	401	2,117	47·0	1,072	322	206	29	557	51·9
Private candidates	304	9	31	110	150	49·0	23	3	4	...	7	30·4
GRAND TOTAL FOR 1915-16	4,799	573	1,183	511	2,267	47·2	1,095	325	210	29	564	51·5
GRAND TOTAL FOR 1914-15	4,684	740	1,272	439	2,451	52·3	873	371	106	10	487	55·8

* Includes three students of L. M. S. College, Bhowanipur, which has been abolished, 1 passed in the 2nd Division.

No. 6.

Statement showing the results of the B. A. and B. Sc. Examinations held in 1915-16.

Colleges.	B. A.						B. Sc.						TOTAL.						
	Candidates.		Honours, first division.	Honours, second division.	Pass.	Total passed.	Candidates.		Honours, first division.	Honours, second division.	Pass.	Total passed.	Candidates.		Honours, first division.	Honours, second division.	Pass.	Total passed.	Percentage of success.
	Honours.	Pass.					Honours.	Pass.					Honour.	Pass.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Government Colleges.																			
1. Presidency College	53	45	13	29	37	79	53	43	13	21	28	62	106	88	26	50	65	141	72·6
2. Hooghly ,, ...	2	34	...	1	24	25	1	12	1	*	10	11	3	46	1	1	34	36	73·4
3. Krishnagar ,, ...	2	15	...	1	8	9	...	6	...	...	4	4	2	21	...	1	12	13	53·5
4. Sanskrit ,, ...	13	33	2	4	21	27	...	...	...	...	...	...	13	33	2	4	21	27	55·6
5. Bethune ,, ...	...	2	...	...	1	1	...	...	...	...	...	...	...	2	...	...	1	1	50
6. Dacca ,, ...	38	113	4	15	59	78	10	22	1	6	24*	31	48	135	5	21	85	109	59·5
7. Chittagong ,, ...	1	32	...	1	21	22	...	5	...	...	3	3	1	37	...	1	24	25	65·7
8. Rajshahi ,, ...	11	128	2	4	74	80	10	29	3	5	20	28	21	157	5	9	94	108	61·6
Total ...	120	402	21	55	245	321	74	117	18	32	89	139	194	519	39	87	334	460	65·4
Aided Colleges.																			
1. Scottish Churches College ...	70	142	1	46	114	161	20	42	2	10	38	50	90	184	3	56	152	211	74·4
2. St. Xavier's ,, ...	...	...	...	...	...	...	7	40	2	2	34	38	7	40	2	2	34	38	80·8
3. Wesleyan Mission ,, ...	5	39	...	1	25	26	...	...	...	...	...	...	5	39	...	1	25	26	59·09
4. Jagannath ,, ...	16	123	...	8	65	73	...	...	...	...	...	...	16	123	...	8	65	73	52·5
5. Braja Mohan ,, ...	...	74	...	...	42	42	...	...	...	...	...	...	...	74	...	...	42	42	56·7
6. Dioc san ,, ...	5	3	1	2	3	6	...	...	...	...	...	...	5	3	1	2	3	6	75
7. Daulatpur Hindu Academy ...	...	29	...	...	14	14	...	...	...	...	...	...	...	29	...	...	14	14	43·2
8. Serampore College ...	1	25	...	...	19	19	...	...	...	...	...	...	1	25	...	...	19	19	73·07
9. Ananda Mohan ,, ...	...	27	...	...	17	17	...	...	...	...	...	...	...	27	...	...	17	17	62·9
10. St. Paul's Cathedral Mission College.	3	24	...	2	14	16	...	...	...	...	...	...	3	24	...	2	14	16	59·2
Total ...	100	486	2	59	313	374	27	82	4	12	72	88	127	568	6	71	385	432	66·4
Unaided Colleges.																			
1. City College	35	261	3	14	141	158	4	28	1	3	20	24	39	289	4	17	161	182	55·4
2 Ripon ,, ...	37	433	...	13	176	189	...	...	...	...	...	...	37	433	...	13	176	189	39·2
3. Krishnath ,, Berhampore	15	207	2	2	94	98	11	35	1	1	22	24	26	242	3	3	116	122	43·2
4. Bishop's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Bangabasi ,, ...	6	171	2	...	57	59	...	67	...	...	36	36	6	238	2	...	93	95	38·9
6. Metropolitan Institution ...	17	381	2	5	176	183	2	34	1	...	21	22	19	415	3	5	197	205	47·2
Total ...	110	1,456	9	34	644	687	17	164	5	4	99	105	127	1,620	12	38	743	793	45·4
Non-Collegiate Students	10	133	1	4	71	76	...	5	...	...	1	1	10	138	1	4	72	7	...
Grand Total ...	340	2,477	33	152	1,273	1,458	118	368	25	48	261	334	458	2,845	58	200	1,534	1,792	...
Grand Total for 1914-15 ...	304	2,175	9	139	978	1,126	140	327	16	43	167	226	444	2,502	25	182	1,145	1,352	45·9

* Of the 24 successful students in the Pass course, 21 passed in Pass course and 3 Honours students passed in Pass course.

No. 7.

Statement showing the results of the M. A. and M. Sc. Examinations held in 1915-16.

Colleges.	English, Group A.		English, Group B.		Sanskrit. Group A.		Sanskrit. Group B.		Sanskrit. Group D.		Sanskrit. Group H.		Sanskrit. Group I.		Pali, Group A.		Persian.		Arabic.		Political Economy. Group A.		Political Economy. Group B.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
M. A.																								
Presidency College ...	29	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12	9	12	9
Dacca ,, ...	10	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scottish Churches College.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University students ...	63	28	1	1	7	5	1	1	...	...	...	...	3	2	3	3	1	1	1	1	44	23	20	11
Non-Collegiate	47	10	4	1	5	...	1	1	...	...	...	...	1	...	...	...	3	2	...	...	15	4	6	1
Total ...	149	55	5	2	12	5	2	2	...	...	...	...	4	2	3	3	4	3	1	1	71	36	38	21
M. Sc.																								
Presidency College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dacca ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University students ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Non-Collegiate	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Colleges.	Comparative Philology.		History.		Philosophy.		Mathematics. Pure.		Mathematics. Mixed.		Natural and Physical Science. Chemistry.		Physics.		Botany.		Geology.		Physiology.		Total.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
M. A.																						
Presidency College ...	...	...	22	11	...	...	...	...	2	2	...	...	1	1	...	...	...	...	...	...	78	46
Dacca ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10	3
Scottish Churches College.	...	...	...	...	4	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	2
University students ...	...	...	74	24	73	32	18	9	...	...	2	1	...	...	2	1	...	...	...	...	313	143
Non-Collegiate	...	...	43	19	44	14	15	5	1	...	...	...	...	...	...	...	...	...	...	...	185	57
Total ...	...	...	139	54	121	48	33	14	3	2	2	1	1	1	2	1	...	...	...	...	590	251
M. Sc.																						
Presidency College ...	...	...	...	...	...	...	...	...	13	6	13	10	17	9	...	...	...	...	...	...	43	25
Dacca ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University students ...	...	...	...	...	...	...	39	13	...	...	7	3	...	...	5	2	3	1	...	...	54	19
Non-Collegiate	...	...	...	...	...	...	18	7	1	1	6	2	3	2	1	1	1	...	...	...	30	13
Total ...	...	...	...	...	...	...	57	20	14	7	26	15	20	11	6	3	4	1	...	...	127	5

No. 8.

Statement showing in detail the attendance and expenditure in different classes of Secondary schools for Indian boys and girls during the year 1915-1916.

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on the 31st March.	Average monthly number on the rolls during the year.	EXPENDITURE. From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From public funds. Native State revenues.	From private funds. Fees.	From private funds. Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys.										
Government — High English	39	14,570	13,563	2,39,209	...	...	...	3,23,035	3,681	5,65,925
Government — Middle English	4	610	559	11,655	...	...	...	3,604	...	15,259
Government — Middle Vernacular	3	134	145	3,481	...	...	...	335	...	3,816
District or Municipal funds — High English	3	1,803	1,728	7,673	...	1,085	...	34,914	248	43,920
District or Municipal funds — Middle English	42	4,660	4,602	...	15,451	987	...	37,010	2,070	55,518
District or Municipal funds — Middle Vernacular	45	2,944	2,799	...	19,752	...	...	11,497	951	32,200
Native States — High English	...	...	...	...	...	...	...	...	...	...
Native States — Middle English	...	...	...	...	...	...	...	...	...	...
Native States — Middle Vernacular	...	...	...	...	...	...	...	...	...	...
Aided — High English	241	69,256	65,587	2,45,759	3,203	6,564	1,200	12,30,072	1,30,454	16,17,252
Aided — Middle English	371	88,757	85,141	1,15,958	1,53,264	8,076	904	7,42,475	2,22,277	12,42,954
Aided — Middle Vernacular	304	17,904	17,152	37,425	19,618	192	...	68,205	26,636	1,52,076
Unaided — High English	333	111,901	106,209	...	...	...	...	20,64,586	3,18,797	23,83,383
Unaided — Middle English	564	57,375	55,332	...	...	...	...	4,18,319	1,68,772	5,87,091
Unaided — Middle Vernacular	31	2,112	2,022	...	...	...	...	9,002	6,724	15,726
Total for 1915-16 — High English	616	197,530	187,087	4,92,641	3,203	7,649	1,200	36,52,607	4,53,180	46,10,480
Total for 1915-16 — Middle English	1,481	151,402	145,694	1,27,613	1,68,715	9,063	904	12,01,403	3,93,119	19,00,822
Total for 1915-16 — Middle Vernacular	383	23,094	22,118	40,906	39,370	192	...	89,039	34,311	203,818
Total for 1914-15 — High English	588	189,265	178,917	4,81,079	3,375	7,439	1,200	33,44,270	4,24,497	42,61,860
Total for 1914-15 — Middle English	1,449	153,936	149,543	1,02,215	1,48,950	9,094	696	11,26,493	3,64,757	17,52,205
Total for 1914-15 — Middle Vernacular	414	24,912	24,790	42,303	38,780	284	...	97,889	39,178	2,18,384
For Girls.										
Government — High English	4	844	795	71,121	...	...	...	9,554	300	80,975
Government — Middle English	3	342	344	9,458	...	...	...	345	663	10,466
Government — Middle Vernacular	1	128	118	3,072	...	...	...	...	...	3,072
District or Municipal funds — High English	...	...	...	...	...	...	...	...	...	...
District or Municipal funds — Middle English	1	77	89	2,382	...	...	...	469	117	2,968
District or Municipal funds — Middle Vernacular	1	96	92	855	...	1,034	...	140	...	2,059
Native States — High English	...	...	...	...	...	...	...	...	...	...
Native States — Middle English	...	...	...	...	...	...	...	...	...	...
Native States — Middle Vernacular	...	...	...	...	...	...	...	...	...	...
Aided — High English	9	1,239	1,219	53,462	...	1,950	...	36,995	44,863	1,37,270
Aided — Middle English	16	2,071	1,996	33,971	385	3,076	...	5,248	23,226	65,906
Aided — Middle Vernacular	25	2,239	2,626	17,344	254	2,418	325	5,668	28,627	54,636
Unaided — High English	1	39	34	...	...	...	...	...	...	...
Unaided — Middle English	1	57	57	...	...	...	...	88	901	989
Unaided — Middle Vernacular	1	45	42	...	...	...	...	23	654	677
Total for 1915-16 — High English	14	2,122	2,048	1,24,583	...	1,950	...	46,549	45,163	2,18,245
Total for 1915-16 — Middle English	21	2,557	2,466	45,811	385	3,076	...	6,150	24,907	80,329
Total for 1915-16 — Middle Vernacular	28	2,508	2,878	21,271	254	3,482	325	5,831	29,281	60,444
Total for 1914-15 — High English	15	2,248	2,182	1,22,032	...	3,028	...	49,987	41,990	2,17,037
Total for 1914-15 — Middle English	16	2,146	1,983	29,353	559	1,576	...	4,930	17,290	53,708
Total for 1914-15 — Middle Vernacular	29	2,562	2,686	20,060	680	3,971	355	6,014	21,636	52,716
GRAND TOTAL SECONDARY SCHOOLS FOR 1915-16.	2,543	379,213	332,291	8,52,325	2,11,927	25,412	2,429	50,01,584	9,79,961	70,74,138
GRAND TOTAL SECONDARY SCHOOLS FOR 1914-15.	2,511	375,069	360,101	7,97,042	1,92,344	25,342	2,251	46,29,583	9,09,348	65,55,910

No. 9.

Qualification statement of Teachers in Government, Aided and Unaided Schools for Indians during the year 1915-16.

A.—Boys.

Class of School.	Number of schools.	Number of teachers employed.	Teachers passing examinations.														Passing no examination.	Number of vacancies which occurred during the year.
			M.A.	B.A.	F.A.	Entrance.	Vernacular Mastership. Final examination.	Vernacular Mastership. Lower grade examination.	Guru-training Schools.	Middle or English Standard VI.	Middle Vernacular or Standard VI.	Upper Primary or Standard IV.	Lower Primary or Standard II.	Sanskrit Title Examination.	Madrassa Central Examination.	Other examinations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High English.																		
Government ...	42	693	39	172	144	108	54	...	2	6	3	...	...	55	47	35	28	53
Aided ...	241	3,291	73	683	753	679	228	36	18	101	73	9	1	267	136	22	222	289
Unaided ...	333	5,000	121	936	858	1,362	240	40	36	186	125	6	1	415	211	59	404	348
Total ...	616	8,984	233	1,791	1,755	2,149	522	76	56	293	201	15	2	737	394	116	654	690
Middle English.																		
Government ...	46	278	...	3	22	80	51	10	15	25	34	4	...	...	5	2	27	23
Aided ...	871	5,082	2	27	401	1,468	822	156	323	681	506	92	14	12	126	19	435	465
Unaided ...	564	3,199	1	17	153	897	383	103	230	565	365	104	10	19	80	11	259	300
Total ...	1,481	8,559	3	47	576	2,445	1,256	269	568	1,271	905	200	24	31	211	32	721	788
Middle Vernacular.																		
Government ...	48	179	...	...	1	4	45	26	15	11	58	9	1	...	...	1	8	3
Aided ...	304	983	...	1	7	43	207	42	92	131	303	60	8	...	2	1	86	84
Unaided ...	31	116	...	...	...	11	23	7	6	21	32	9	...	1	...	...	6	8
Total ...	383	1,278	...	1	8	58	275	75	113	163	393	78	9	1	2	2	100	95
Upper Primary																		
Government ...	276	541	...	1	...	4	17	19	215	59	103	67	6	...	...	1	49	37
Aided ...	2,845	5,800	...	1	...	40	38	42	1,211	1,109	1,328	1,438	143	2	15	2	391	485
Unaided ...	69	151	...	...	...	6	1	...	12	47	27	31	4	1	...	...	22	3
Total ...	3,190	6,492	...	2	...	50	56	61	1,438	1,215	1,458	1,536	153	3	15	3	462	525
Lower Primary.																		
Government ...	2,651	4,279	...	...	...	8	6	23	1,863	396	444	1,028	292	...	68	2	149	313
Aided ...	22,081	24,158	...	...	1	22	31	62	2,185	3,059	3,751	7,440	3,293	5	341	21	3,947	1,567
Unaided ...	3,690	3,771	...	...	...	3	4	4	107	334	336	913	419	...	38	2	356	91
Total ...	28,422	32,208	...	...	1	33	41	89	4,155	3,789	4,531	9,431	1,104	5	457	25	4,452	1,971
Grand Total	34,102	57,521	236	1,841	2,340	4,735	2,150	570	6,330	6,731	7,488	11,260	1,292	767	1,079	178	6,389	4,059

B.—Girls.

High English.																		
Government ...	4	48	3	9	4	10	6	...	...	...	1	1	...	1	...	11	2	2
Aided	9	120	6	17	18	18	17	12	...	3	...	..	...	3	...	13	3	2
Unaided ...	1	8	...	1	2	1	1	...	...	...	1	...	...	...	...	1	1	...
Total ...	14	176	9	27	24	29	24	12	...	3	2	1	...	4	...	25	6	4
Middle English.																		
Government ...	4	20	...	...	...	3	3	2	...	2	3	...	1	...	...	4	2	...
Aided	16	110	...	2	12	22	8	2	13	20	8	5	2	1	1	4	10	1
Unaided ...	1	3	...	...	...	1	...	...	...	...	1	...	...	...	...	...	1	...
Total ...	21	133	...	2	12	26	11	4	13	22	12	5	3	1	1	8	13	1
Middle Vernacular.																		
Government ...	2	9	...	...	...	1	...	1	...	...	1	1	1	...	...	...	4	...
Aided	25	121	...	...	...	7	9	4	7	12	17	12	5	1	...	13	34	3
Unaided ...	1	3	...	...	...	...	...	...	...	2	...	...	...	...	...	...	1	...
Total ...	28	133	...	...	...	8	9	5	7	12	18	13	6	1	...	13	39	3
Upper Primary.																		
Government ...	24	50	...	...	...	2	8	4	8	3	12	4	2	...	...	1	6	3
Aided	201	497	...	...	1	12	18	15	44	44	115	95	33	7	1	27	86	13
Unaided ...	4	12	...	...	...	1	...	1	...	1	4	1	1	1	...	...	1	...
Total ...	229	559	...	...	1	15	26	20	52	48	131	100	36	8	1	28	93	26
Lower Primary.																		
Government ...	66	89	...	...	...	2	3	3	15	12	22	14	3	1	1	...	13	2
Aided	7,039	6,263	...	...	1	22	52	61	672	767	1,073	1,824	864	10	38	35	844	176
Unaided ...	1,450	1,197	...	...	1	5	8	5	88	156	167	424	192	4	4	2	141	27
Total ...	8,555	7,549	...	...	2	29	63	69	775	935	1,262	2,362	1,059	15	43	37	998	205
Grand Total	8,847	8,550	9	29	39	107	138	110	847	1,020	1,425	2,481	1,104	29	45	111	1,149	239

No. 10.

Statement showing attendance and expenditure in Primary Schools and cost of Primary education for Indian boys and girls during the year 1914-15

Class of Schools.	Number of schools.	Number of pupils on the rolls during the year.	Average monthly number on the rolls.	Expenditure. Public funds. Provincial revenues.	District funds.	Municipal funds.	Native State revenues.	Private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
				Rs.	Rs.	Rs.	Rs.		Rs.	Rs.
Direct.										
Boys.										
Government ... ... Upper Primary ...	107	4,133	3,931	63,188	...	...	...	2,921	13	66,122
Government ... ... Lower ,, ...	17	652	643	6,889	...	...	...	185	...	7,074
District or Municipal Boards. Upper ,, ...	169	8,510	8,475	24	32,911	756	...	16,715	920	51,326
District or Municipal Boards. Lower ,, ...	2,634	122,087	118,396	1,713	3,03,507	1,017	...	1,87,756	15,955	5,09,948
Native States ... Upper ,, ...	...	...	...	...	...	...	...	...	...	...
Native States ... Lower ,, ...	...	...	...	...	...	...	...	...	...	...
Aided ... ... Upper ,, ...	2,845	143,704	141,219	28,980	2,56,222	12,152	574	306,832	51,938	6,56,698
Aided ... ... Lower ,, ...	22,081	738,921	708,434	1,06,515	7,58,229	52,022	1,232	11,37,621	1,88,206	22,43,825
Unaided ... ... Upper ,, ...	69	3,365	3,176	...	...	...	...	8,461	3,050	11,511
Unaided ... ... Lower ,, ...	3,690	102,737	94,059	...	...	...	...	1,31,797	38,941	1,70,738
Total for 1915-16 ... Upper ,, ...	3,190	159,712	156,801	92,192	2,89,133	12,908	574	3,34,929	55,921	7,85,657
Total for 1915-16 ... Lower ,, ...	28,422	964,397	921,532	1,15,117	10,61,736	53,039	1,232	14,57,359	2,43,102	29,31,585
Total for 1914-15 ... Upper ,, ...	3,219	164,130	161,275	84,610	3,89,335	13,506	508	3,46,803	54,906	7,89,668
Total for 1914-15 ... Lower ,, ...	25,103	882,564	833,145	82,292	9,49,985	40,195	1,271	13,45,139	1,96,429	26,15,311
Girls.										
Government ... Upper Primary ...	21	1,162	1,137	9,385	120	60	...	122	570	10,257
Government ... Lower ,, ...	46	1,653	1,609	11,081	279	84	...	131	782	12,357
District or Municipal Boards. Upper ,, ...	3	147	147	...	504	430	...	...	...	934
District or Municipal Boards. Lower ,, ...	20	727	729	...	3,939	...	...	...	...	3,939
Native States ... Upper ,, ...	...	...	...	...	...	...	...	...	...	...
Native States ... Lower ,, ...	...	...	...	...	...	...	...	...	...	...
Aided ... ... Upper ,, ...	201	12,543	12,087	50,399	6,439	6,075	...	14,125	55,224	132,262
Aided ... ... Lower ,, ...	7,039	158,262	150,985	71,722	190,962	18,806	156	14,823	68,533	365,002
Unaided ... ... Upper ,, ...	4	199	185	...	...	...	...	168	956	1,124
Unaided ... ... Lower ,, ...	1,450	27,776	25,397	...	...	...	...	2,537	10,235	12,772
Total for 1915-16 ... Upper ,, ...	229	14,051	13,556	59,784	7,063	6,565	...	14,415	56,750	144,577
Total for 1915-16 ... Lower ,, ...	8,555	188,418	178,720	82,803	195,180	18,890	156	17,491	79,550	394,070
Total for 1914-15 ... Upper ,, ...	229	13,494	13,170	55,723	6,881	9,143	...	12,724	52,489	136,960
Total for 1914-15 ... Lower ,, ...	7,393	163,306	153,491	74,313	169,225	14,758	72	11,943	71,156	341,467
Other schools teaching the primary standard	88	2,132	2,220	34,370	...	70	...	1,483	543	36,466
Grand Total of Direct Expenditure for 1915-16.	...	...	...	334,266	15,53,112	91,472	1,962	1,825,677	435,866	4,292,355
Grand Total of Direct Expenditure for 1914-15.	...	...	...	353,943	1,469,01[illegible]	92,249	1,851	1,816,515	402,738	4,15[illegible],315
Indirect Expenditure.										
Charges for abolished schools	...	...	...	2,124	17,442	578	...	271	212	20,627
,, buildings, etc.	...	...	...	24,169	248,096	6,582	...	...	63,443	342,290
,, scholarships	...	...	...	4,067	25,995	1,086	...	...	4	31,152
,, conducting examinations ...	...	...	...	86	141	...	...	144	...	371
,, Assistant Sub-Inspectors	...	...	...	22,697	9,169	...	...	...	...	31,866
,, Inspecting Pandits and Maulvis	...	...	...	6,762	38,385	1,326	...	...	...	46,473
,, Sub-Inspectors and 80 per cent. of the actual charges for Deputy and Additional Deputy Inspectors of Schools.	...	...	...	445,150	...	...	...	...	384	445,534
,, Assistant Inspectresses ...	...	...	...	5,478	...	...	...	...	...	5,478
Miscellaneous charges	...	...	...	4,496	21,057	1,292	...	771	5,780	33,406
Total Indirect Expenditure for 1915-16 ...	...	...	...	515,029	360,285	10,864	...	1,186	69,833	957,197
Ditto ditto 1914-15 ...	...	...	...	542,415	599,359	9,196	..	342	74,858	1,226,170
Grand Total for 1915-16 ...	...	...	...	926,681	2,152,471	100,668	1,962	1,826,019	510,724	5,518,525
Ditto 1914-15 ...	...	...	...	896,358	2,088,378	101,445	1,851	1,816,857	477,596	5,382,485
Proportionate expenditure of Primary Departments of Secondary Schools for Indian pupils—										
For 1915-16	...	...	...	307,522	96,057	17,504	1,149	1,590,201	377,489	2,389,922
For 1914-15	...	...	...	393,822	88,860	15,579	1,062	1,625,483	365,969	2,490,782
Great Grand Total for 1915-16 ...	...	...	...	1,234,203	2,248,528	118,172	3,111	3,416,220	888,213	7,908,447
Ditto ditto 1914-15 ...	...	...	...	1,290,180	2,177,238	117,024	2,920	3,442,340	843,565	7,873,267

No. 11.

Statement showing the attendance and expenditure in Professional Colleges during the year 1915-16.

PROFESSIONAL COLLEGES.	Number of pupils on the rolls on the 31st March 1916.	Average monthly roll number.	EXPENDITURE IN 1915-16— From public funds. Provincial revenues.	From public funds. District or Municipal funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	COST PER ANNUM OF EDUCATING EACH STUDENT. From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11
			Rs.		Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
(A) Law—										
Government. 1. University Law College.	2,006	2,130	30,000	...	1,31,620	...	1,61,620	14 1 4	61 12 8	75 14 0
Government. 2. Dacca Law College.	192	181	...	...	14,178	...	14,178	...	78 5 4	78 5 4
Government. 3. Hooghly College	1	1	...	...	133	...	133	...	133 0 0	133 0 0
Government. 4. Rajshahi ,,	15	16	...	...	1,166	...	1,166	...	72 14 0	72 14 0
Government. 5. Krishnagar ,,	2	3	...	...	206	...	206	...	68 10 8	68 10 8
Government. 6. Chittagong ,,	13	16	...	...	1,169	...	1,169	...	73 1 0	73 1 0
Municipal. 1. Midnapore College	2	2	...	...	215	...	215	...	107 8 0	107 8 0
Unaided. 1. Ripon College	379	355	...	...	14,129	670	14,799	...	41 11 0	41 11 0
Unaided. 2. Berhampore College.	18	18	...	...	1,090	...	1,090	...	60 8 11	60 8 11
Unaided. 3. Metropolitan Institution.	18	27	...	...	1,800	...	1,800	...	66 10 8	66 10 8
Total for Law Colleges ...	2,646	2,749	30,000	...	1,65,706	670	1,96,376	10 14 7	60 8 4	71 6 11
(B) Medicine—										
Government—Medical College, Calcutta.	863	947	2,13,547	...	83,703	...	2,97,250	225 8 0	88 6 2	313 14 2
(C) Engineering—										
Government—Civil Engineering College, Sibpur.	253	282	1,92,432	...	18,636	10,234	2,21,302	682 6 2	102 6 0	784 12 2
(D) Teaching—										
Government. 1. David Hare Training College, Calcutta.	22	24	25,608	...	...	...	25,608	1,067 0 0	...	1,067 0 0
Government. 2. Dacca Training College.	51	51	54,809	...	...	...	54,809	1,074 11 0	...	1,074 11 0
Aided 1. Bhowanipur L. M. S. Training Class.	13	16	13,593	...	...	...	13,593	849 9 0	...	849 9 0
Aided 2. Diocesan Training Class.	10	10	7,200	...	490	...	7,690	720 0 0	49 0 0	769 0 0
Unaided 1. Loreto House Training Class.	...	...	...	...	...	...	...	...	...	...
Total of Training Colleges ...	96	101	1,01,210	...	490	...	1,01,700	1,002 1 3	4 13 7	1,006 14 10
Total of Professional Colleges for 1915-16.	3,888	4,079	5,37,189	...	2,68,535	10,904	8,16,628	131 11 2	68 8 1	200 7 3

No. 12.

Statement showing the attendance and expenditure in Training Schools for 1914-15 and 1915-16.

Class of schools.	Number of schools.		Number of pupils.		Expenditure in 1915-16.						Total.
					Public funds.				Private funds.		
	1914-15.	1915-16.	1914-15.	1915-16.	Provincial revenues.	District funds.	Municipal funds.	Native States revenues.	Fees and fines.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11	12
FOR MASTERS.											
First Grade.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government—											
1. Calcutta Training School ...	1	1	87	88	23,354	...	...	...	6	...	23,360
2. Hooghly	1	1	83	93	15,060	...	...	...	12	...	15,072
3. Dacca	1	1	122	95	20,342	...	...	...	...	...	20,342
4. Chittagong	1	1	75	71	11,463	...	...	...	18	1	11,482
5. Rangpur	1	1	52	67	12,803	...	...	...	109	...	12,912
Total ...	5	5	419	414	83,022	...	...	...	145	1	83,168
Aided—											
1. Krishnagar C. M. S. Normal School.	1	1	25	31	2,400	...	...	...	...	4,932	7,332
GRAND TOTAL FOR FIRST GRADE TRAINING SCHOOLS.	6	6	444	445	85,422	...	...	...	145	4,933	90,500
Guru Training Schools.											
Government—											
Burdwan Division	32	32	456	500	50,529	...	...	...	2,009	...	52,538
Presidency ,, ...	43	42	641	628	67,777	...	...	...	3,218	...	70,995
Calcutta ,, ...	1	1	11	14	1,338	...	...	...	...	...	1,338
Dacca ,, ...	16	16	305	307	33,407	...	...	...	1,636	...	35,043
Chittagong ,, ...	7	7	140	142	15,100	...	...	...	516	...	15,616
Rajshahi ,, ...	15	15	294	308	32,274	...	...	...	1,421	...	33,695
Total ...	114	113	1,847	1,899	2,00,425	...	...	...	8,800	...	2,09,225
Aided—											
Burdwan Division	1	1	6	10	496	...	...	...	...	...	496
Rajshahi ,, ...	1	1	43	36	7,182	...	...	...	...	8,669	15,851
Total ...	2	2	49	46	7,678	...	...	...	...	8,669	16,347
GRAND TOTAL OF GURU-TRAINING SCHOOLS.	116	115*	1,896	1,945	2,08,103	...	...	...	8,800	8,669	2,25,572
Special Training classes.											
Government—											
Dacca Division	2	2	45	41	10,376	...	...	...	236	161	10,773
Chittagong Division	2	2	10	17	1,075†	...	...	...	...	...	1,075
Total ...	4	4	55	58	11,451	...	...	...	236	161	11,848
GRAND TOTAL OF ALL TRAINING SCHOOLS FOR MASTERS.	126	125	2,395	2,448	3,04,976	...	...	...	9,181	13,763	3,27,920
Total for 1914-15 ...	126	...	2,395	...	2,85,235	...	...	...	9,539	11,732	3,06,506
FOR MISTRESSES.											
Government—											
Burdwan Division	...	...	...	...	...	...	...	...	...	...	...
Presidency ,, ...	...	...	...	...	...	...	...	...	...	...	...
Calcutta ,, ...	1	1	14	15	5,718	...	...	...	...	...	5,718
Dacca ,, ...	1	1	35	22	12,474	...	...	...	47	...	12,521
Chittagong ,, ...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ,, ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2	2	49	37	18,192	...	...	...	47	...	18,239
Aided—											
Burdwan Division	1	1	7	5	840	...	...	...	...	1,416	2,256
Presidency ,, ...	1	1	22	29	3,232	...	...	...	...	4,571	7,803
Calcutta ,, ...	3	4	81	59	12,575	...	400	...	5,475	6,429	24,879
Dacca ,, ...	...	...	...	...	...	...	...	...	...	...	...
Chittagong ,, ...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ,, ...	1	1	4	8	480	...	...	...	...	...	480
Total ...	6	7	114	101	17,127	...	400	...	5,475	12,416	35,418
GRAND TOTAL FOR ALL TRAINING SHOOLS FOR MISTRESSES.	8	9	163	138	35,319	...	400	...	5,522	12,416	53,657
Total for 1914-15 ...	8	...	163	...	33,038	...	...	...	4,171	11,316	48,525

* The expenditure of the special class attached to the Chittagong Normal school is included in the expenditure of that school.
† There is also one *Guru* training school attached to Hat Chapea C. M. S. school, Nadia, with 7 pupils. The expenditure is not returned.

No. 13.

Statement showing the results of Training Schools for 1915-16.

Name of School.	Second Grade Certificate.					First Grade Certificate.					Total.		Percentage of success to the total candidates.
	Candidates exa-mined.	Number passed. High.	Medium.	Low.	Total.	Candidates exa-mined.	Number passed. High.	Medium.	Low.	Total.	Candidates exa-mined.	Candidates passed.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
First Grade Training Schools.													
Government—													
1. Calcutta Training School	24	1	10	6	17	31	3	18	6	27	55	44	80
2. Hooghly ,, ,,	20	2	10	4	16	28	2	8	5	15	48	31	64·6
3. Dacca ,, ,,	...	...	...	...	...	57	2	30	...	32	57	32	56·1
4. Chittagong ,, ,,	...	...	...	...	...	37*	...	12	...	12	37	12	32·4
5. Rangpur ,, ,,	...	...	...	...	...	27	...	18	...	18	27	18	66·6
Aided—													
Krishnagar C. M. S. Training Class.	7	...	...	2	2	2	...	...	1	1	9	3	3·33
Total ...	51	3	20	12	35	182	7	86	12	105	233	140	60·0
Guru-Training Schools.													
Burdwan Division	...	...	...	...	...	...	...	...	...	...	222	178	80·18
Presidency ,, ...	...	...	...	...	...	...	...	...	...	...	340	88	25·88
Calcutta	...	...	...	...	...	...	...	...	...	...	6	2	33·3
Dacca Division	...	...	...	...	...	...	...	...	...	...	327†	263	80·42
Chittagong ,, ...	...	...	...	...	...	...	...	...	...	...	134	130	97·0
Rajshahi ,, ...	...	...	...	...	...	...	...	...	...	...	294	245	83 3
Total ...	...	...	...	...	...	...	...	...	...	...	1,323	906	68·48

* There is a special class attached to the Normal School at Chittagong from which 5 candidates appeared, of whom 2 passed (2 middle).
† Besides 8 private candidates out of 9 passed from the Chittagong Division.

No. 14.

Statement showing the attendance and expenditure of the Institutions teaching Engineering and Surveying for 1915-16.

Name of Institutions.	Number of Institutions.	Number of pupils on the rolls on the 31st March 1916.	Average monthly roll number.	Direct Expenditure. From public funds. Provincial revenues.	District funds.	Municipal funds.	From private funds. Fees and fines.	Other sources.	Total.	Average annual cost of educating each pupil. Cost of public funds.	Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
Engineering College.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Government—											
Civil Engineering College, Sibpur.	1	283	282	1,92,432	...	...	18,636	10,234	2,21,302	682 6 2	784 12 2
Engineering School.											
Government—											
Dacca School of Engineering	1	133	137	44,306	...	...	4,517	2,557	51,380	323 6 5	375 0 7
Total for the year ...	2	416	419	2,36,738	...	...	23,153	12,791	2,72,682	565 0 1	650 12 8

No. 15.

Statement showing the attendance and expenditure of the Institutions for Indian pupils teaching Art, Industry and Commerce for 1915-16.

NAME OF SCHOOL.	Number of Institutions.	Number of pupils on the rolls on the 31st March 1916.	Average monthly number on the rolls.	EXPENDITURE.— From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees and fines.	From private funds. Other sources.	Total.	AVERAGE COST PER PUPIL. Cost of public funds.	AVERAGE COST PER PUPIL. Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
1.—ART.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Calcutta—											
Government	1	276	267	28,927	...	...	4,728	...	33,655	108 5 5	126 0 9
Aided	1	62	70	1,800	...	450	1,123	6,488	9,861	32 2 3	140 13 11
Unaided	2	280	261	...	...	...	10,051	1,819	11,870	...	45 7 8
Dacca—											
Unaided	...	...	...	...	...	...	...	...	...	...	...
Total ...	4	618	598	30,727	...	450	15,902	8,307	55,386	52 2 2	92 9 11
Total for 1914-15 ...	4	370	363	43,065	...	450	7,065	15,440	66,020	119 14 0	181 13 11
2.—INDUSTRY.											
(a) *Government—*											
Burdwan Division	2	96	85	20,235	255	...	89	...	20,579	241 0 11	242 1 8
Dacca ,, ...	2	108	96	7,653	...	...	...	3,821	11,474	79 11 6	119 8 4
Rajshahi ,, ...	5	168	164	19,788	2,305	...	1,096	3,468	26,657	134 11 5	162 8 8
Chittagong ,, ...	1	10	12	1,422	1,100	...	...	...	2,522	210 2 8	210 2 8
Total ...	10	382	357	49,098	3,660	...	1,185	7,289	61,232	147 12 6	171 8 3
(b) *District Boards—*											
Burdwan Division	1	21	21	...	2,983	...	557	370	3,910	142 0 9	186 3 0
Presidency ,, ...	1	16	18	360	1,968	48	...	626	3,002	132 0 0	166 12 5
Dacca ,, ...	2	49	46	...	12,741	...	...	...	12,741	276 15 8	276 15 8
Rajshahi ,, ...	2	223	175	...	12,520	87	3,530	4,241	20,378	72 0 8	116 7 2
Chittagong ,, ...	1	43	36	...	8,861	...	373	...	9,234	246 2 3	256 8 0
Total ...	7	352	296	360	39,073	135	4,460	5,237	49,265	133 10 10	166 7 0
Total for 1914-15 ...	8	279	244	1,320	33,008	72	3,976	8,362	46,738	140 15 9	191 9 0
(c) *Aided—*											
Burdwan Division	4	92	83	1,440	...	...	629	2,996	5,065	17 5 7	61 0 5
Presidency ,, ...	7	250	223	3,913	...	...	109	32,435	36,457	17 8 9	163 7 9
Calcutta	5	382	394	2,350	...	1,767	350	5,236	9,703	10 7 2	24 10 0
Dacca ,, ...	2	45	44	860	...	...	...	1,378	2,238	19 8 9	50 13 10
Rajshahi ,, ...	6	194	185	3,720	...	...	...	2,002	5,722	20 1 9	30 14 11
Chittagong ,, ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	24	963	929	12,283	...	1,767	1,088	44,047	59,185	15 2 0	63 11 4
Total for 1914-15 ...	26	859	950	15,860	...	2,938	701	39,190	58,689	19 12 7	61 12 5
(d) *Unaided—*											
Burdwan Division	1	6	6	...	...	...	...	200	200	...	33 5 4
Presidency ,, ...	...	...	...	...	...	...	...	...	...	...	...
Calcutta	1	142	113	...	...	...	...	3,038	3,038	...	26 14 2
Dacca ,, ...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ,, ...	6	71	69	...	...	...	...	338	338	...	4 14 5
Chittagong ,, ...	1	20	20	...	...	...	...	176	176	...	8 12 10
Total ...	9	239	208	...	...	...	...	3,752	3,752	...	18 0 7
Total for 1914-15 ...	6	152	141	...	...	...	...	3,420	3,420	...	24 4 1
Grand Total of Industrial Schools for 1915-16.	50	1,936	1,790	61,741	42,733	1,902	7,733	60,325	1,73,434	59 6 10	96 14 3
Grand Total of Industrial Schools for 1914-15.	48	1,619	1,608	65,221	38,795	3,010	5,826	57,147	1,69,999	66 8 11	105 11 6
3.—COMMERCE.											
Government—											
Calcutta	1	116	117	17,389	...	...	3,803	...	21,192	148 10 0	181 2 0
Unaided—											
Calcutta	2	131	94	...	...	...	5,016	119	5,135	...	54 10 0
Dacca	1	65	52	..	...	...	1,933	...	1,933	...	37 2 9
Chittagong	1	9	9	...	...	...	489	...	489	...	54 5 4
Grand Total of Commercial Schools for 1915-16.	5	321	272	17,389	...	...	11,241	119	28,749	63 14 11	105 11 1
Grand Total of Commercial Schools for 1914-15.	8	420	378	17,318	...	...	17,673	...	34,991	45 13 0	92 9 1

No. 16.

Statement showing the number of Girls attending different classes of schools for Indian pupils for the last five years.

Class of School.	1911-12.			1912-13.			1913-14.			1914-15.			1915-16.		
	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
High English ...	1,062	46	642	1,263	43	842	1,284	52	720	1,298	47	769	1,290	37	671
Middle English ...	772	52	443	828	49	369	842	107	552	1,247	36	436	1,925	139	552
Do. Vernacular ...	2,374	35	448	2,697	114	367	3,168	116	441	1,989	131	459	1,910	123	566
Primary	114,977	192,831	4,459	122,594	76,084	4,897	123,736	80,885	5,062	126,007	93,112	5,799	134,610	119,627	5,038
Training	32	11	68	30	4	84	35	7	78	32	6	125	25	4	109
Other special	424	9,978	303	471	11,605	278	383	12,744	377	530	15,045	327	464	1,038	399
Total ...	119,641	202,973	6,363	127,865	87,899	6,857	129,448	93,911	7,230	131,103	108,377	7,915	140,224	120,968	7,335
Private schools ...	1,703	6,809	490	1,745	6,898	397	1,344	7,980	532	1,833	9,126	127	1,612	8,941	10,963
Grand Total ...	121,344	209,782	6,853	129,610	94,797	7,254	130,792	101,891	7,762	132,936	117,503	8,042	141,836	129,909	18,298

No. 17.

Qualification Statement of teachers in European Schools, Government, Aided and Unaided, during the year 1915-16.

A.—Boys' Schools.

Class of Schools.	Number of schools.	Number of teachers employed.	Teachers passing examinations or belonging to religious orders.																			Members of Religious Orders.	
			M. A.	B. A.	M. Sc.	B. Sc.	B. T.	L. T.	F. A. or I. A.	I. Sc.	Entrance.	Matriculation.	High Schools.	Middle Schools.	Senior Local.	Junior Local.	Higher Local.	Other examinations.	No examination.	Sanawar Training class examination.	Dow Hill, Simla, Naini-Tal, Lucknow, Madras, Bombay or other training class examination.	Roman Catholic.	Protestant.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
High Schools.																							
Government ...	1	10	1	1	...	...	...	...	2	1	...	...	...	...	...	...	...	2	2	1	...	...	...
Aided	8	86	5	7	...	2	...	1	1	...	2	1	6	2	6	2	1	6	13	...	3	28	...
Unaided	2	23	...	...	...	...	...	...	...	...	...	1	3	...	...	...	...	1	3	...	...	15	...
Total ...	11	119	6	8	...	2	...	1	3	1	2	2	9	2	6	2	1	9	18	1	3	43	...
Middle Schools.																							
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	9	82	3	3	...	...	...	...	2	...	2	3	5	14	2	6	1	12	9	...	10	10	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	9	82	3	3	...	...	...	...	2	...	2	3	5	14	2	6	1	12	9	...	10	10	...
Upper Primary.																							
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	5	18	...	...	...	...	...	...	1	...	...	...	2	7	...	...	...	1	2	...	3	2	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5	18	...	...	...	...	...	...	1	...	...	...	2	7	...	...	...	1	2	...	3	2	...
Lower Primary.																							
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total ...	25	219	9	11	...	2	...	1	6	1	4	5	16	23	8	8	2	22	29	1	16	55	...

No. 17.

Qualification Statement of teachers in European Schools, Government, Aided and Unaided, during the year 1915-16.

B.—GIRLS' SCHOOLS.

CLASS OF SCHOOLS.	Number of schools.	Number of teachers employed.	TEACHERS PASSING EXAMINATIONS OR BELONGING TO RELIGIOUS ORDERS.																			MEMBERS OF RELIGIOUS ORDERS.	
			M. A.	B. A.	M. Sc.	B. Sc.	B. T.	L. T.	F. A. or I. A.	I. Sc.	Entrance.	Matriculation.	High Schools.	Middle schools.	Senior Local.	Junior Local.	Higher Local.	Other examinations.	No examination.	Sanawar Training class examination.	Dow Hill, Simla, Naini-Tal, Lucknow, Madras, Bombay or other training class examination.	Roman Catholic.	Protestant.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
High Schools.																							
Government ...	1	10	1	...	...	...	...	...	1	...	1	...	1	...	...	...	...	3	...	...	3	...	...
Aided	11	140	...	12	...	2	...	1	4	...	1	2	7	3	8	2	3	19	15	...	24	34	3
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	12	150	1	12	...	2	...	1	5	...	2	2	8	3	8	2	3	22	15	...	27	34	3
Middle Schools.																							
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	12	100	...	2	...	...	...	1	2	...	2	...	9	10	2	2	...	7	20	...	5	38	...
Unaided	1	6	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	...	4	...
Total ...	13	106	...	2	...	...	...	1	2	...	2	...	10	10	2	2	...	7	21	...	5	42	...
Upper Primary.																							
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	7	22	...	...	...	...	...	...	...	...	...	...	5	5	...	1	...	3	6	...	1	1	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	7	22	...	...	...	...	...	...	...	...	...	...	5	5	...	1	...	3	6	...	1	1	...
Lower Primary.																							
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	2	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...
GRAND TOTAL ...	34	280	1	15	...	2	...	2	7	...	4	2	23	18	10	5	3	32	42	...	34	77	3

No. 18.

European Schools classified according to control.

MANAGEMENT.	31ST MARCH 1915.			31ST MARCH 1916.		
	Number of schools of all kinds.	Number of scholars.	Percentage of the total number of scholars.	Number of schools of all kinds.	Number of scholars.	Percentage of the total number of scholars.
1	2	3	4	5	6	7
Government	4	312	3·09	5	307	2·97
Church of England ...	13	1,503	14·92	13	1,589	15·38
Church of Scotland ...	2	449	4·46	2	481	4·65
Roman Catholic	36	5,070	50·33	37	5,294	51·22
Non-conformist	4	503	5·02	4	569	5·50
Undenominational	16	2,076	20·61	16	1,952	18·88
Jewish	1	158	1·57	1	145	1·40
Total ...	76	10,074	100·00	78	10,337	100·00

No. 19A.

	CAMBRIDGE UNIVERSITY SENIOR LOCAL EXAMINATION. 1914.										CAMBRIDGE UNIVERSITY SENIOR LOCAL EXAMINATION. 1915.									
	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Third Class Honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Third Class Honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Candidates under 19 years of age. Boys	5	58	...	4	3	5	32	44	75·86	3	6	68	...	2	2	7	34	45	66·17	4
Candidates under 19 years of age. Girls	7	42	...	...	4	3	25	32	76·19	3	8	48	...	...	...	3	29	32	66·66	2
Total ...	12	100	...	4	7	8	57	76	76·00	6	14	116	...	2	2	10	63	77	66·37	6
Candidates over 19 years of age. Boys	3	8	...	...	...	...	5	5	62·5	...	3	8	...	...	...	...	3	3	37·5	...
Candidates over 19 years of age. Girls	2	2	...	...	...	...	2	2	100·00	...	...	...	...	...	...	...	...	...	...	...
Total ...	5	10	...	...	...	...	7	7	70·00	...	3	8	...	...	...	...	3	3	37·5	...
Both classes ...	17	110	...	4	7	8	64	83	75·45	6	17	124	...	2	2	10	66	80	64·51	6

No. 19B.

	CAMBRIDGE UNIVERSITY JUNIOR LOCAL EXAMINATION. 1914.										CAMBRIDGE UNIVERSITY JUNIOR SCHOOL LEAVING CERTIFICATE EXAMINATION. 1915.									
	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Third Class Honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Third Class Honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Candidates under 17 year of age. Boys	9	67	...	3	3	7	36	49	73·13	2	8	57	...	...	7	3	18	28	49·12	3
Candidates under 17 year of age. Girls	13	50	...	...	...	5	32	37	74·00	2	8	27	...	..	1	1	11	13	48·14	1
Total ...	22	117	...	3	3	12	68	86	73·50	4	16	84	...	...	8	4	29	41	48·80	4
Candidates over 17 years age. Boys	10	55	...	...	...	...	36	36	65·45	...	9	54	...	...	...	...	11	11	20·37	...
Candidates over 17 years age. Girls	11	36	...	...	...	...	29	29	80·55	...	9	36	...	...	...	...	10	10	27·77	...
Total ...	21	91	...	...	...	...	65	65	71·42	...	18	90	...	...	...	...	21	21	23·33	...
Both classes ...	43	208	...	3	3	12	133	151	72·59	4	34	174	...	...	8	4	50	62	35·63	4

No. 20.

	SUPPLEMENTARY CLASS EXAMINATION. 1914.									SUPPLEMENTARY CLASS EXAMINATION. 1915.									
	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 17 years of age. Boys	4	6	2	...	2	2	4	66·66	2	4	6	...	1	1	3	5	83·3	2
Candidates under 17 years of age. Girls	3	3	...	...	1	2	3	100·00	1	7	12	...	...	1	8	9	75·00	3
Total ...	7	9	2	...	3	4	7	77·77	3	11	18	...	1	2	11	14	77·77	5
Candidates over 17 years of age. Boys	1	1	...	...	...	1	1	100·00	...	2	2	...	...	...	2	2	100·00	...
Candidates over 17 years of age. Girls	5	10	2	...	...	4	4	40·00	...	5	11	3	...	...	3	3	27·27	...
Total ...	6	11	2	...	...	5	5	45·45	...	7	13	3	...	...	5	5	38·46	...
Both classes ...	13	20	4	...	3	9	12	60·00	3	18	31	3	1	2	16	19	61·29	5

No. 21.

	ELEMENTARY SCHOOL CERTIFICATE EXAMINATION. 1914.									ELEMENTARY SCHOOL CERTIFICATE EXAMINATION. 1915.								
	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Class Honours.	Second Class Honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL ANDIDATES. First Class Honours.	Second Class Honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 15 years of age. Boys	6	12	...	...	1	11	12	100·00	5	5	14	1	...	...	4	4	28·57	2
Candidates under 15 years of age. Girls	12	20	1	...	...	16	16	80·00	4	9	27	1	...	1	13	14	51·85	10
Total ...	18	32	1	...	1	27	28	87·50	9	14	41	2	...	1	17	18	43·90	12
Candidates over 15 years of age. Boys	6	42	3	...	...	34	34	80·95	...	7	45	5	...	2	18	20	44·4	...
Candidates over 15 years of age. Girls	12	42	3	...	...	25	25	59·52	...	11	55	4	...	...	33	33	60·00	...
Total ...	18	84	6	...	...	59	59	70·23	...	18	100	9	...	2	51	53	53·00	...
Both classes ...	36	116	7	...	1	86	87	75·00	9	32	141	11	...	3	68	71	50·35	12

No. 22.

Statement showing progress of the several schemes for the Zanana education for 1915-16.

DIVISIONS.	ZANANA EDUCATION BY CENTRAL GATHERINGS. PUBLIC MANAGEMENT. Teachers.	Pupils.	Expenditure. Public funds.	Private funds.	PRIVATE MANAGEMENT. Teachers.	Pupils.	Expenditure. ublic funds.	Private funds.	HOUSE TO HOUSE VISITATION. PUBLIC MANAGEMENT. Teachers.	Pupils.	Expenditure. Public funds.	Private funds.	PRIVATE MANAGEMENT. Teachers.	Pupils.	Expenditure. Public funds.	Private funds.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1914-15.			Rs.	Rs.			Rs.	Rs.			Rs.	Rs.			Rs.	Rs.
Burdwan Division ...	...	...	...	...	1	50	360	...	7	123	2,481	...	3	26	840	2,400
Presidency ,, ...	3	65	1,080	...	1	28	360	...	15	392	5,017	...	...	...	...	...
Calcutta	...	...	...	...	...	...	...	...	7	178	2,429	...	...	...	...	...
Dacca Division ...	7	314	6,516	...	22	321	4,200	5,035	...	...	...	...	...	...	...	...
Chittagong ,, ...	3	116	2,936	...	...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ,, ...	3	188	2,972	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for 1914-15 ...	16	683	13,504	...	24	402	4,920	5,035	29	693	9,927	...	3	26	840	2,400
1915-16.																
Burdwan Division ...	...	...	...	...	1	48	350	...	7	149	2,478	...	3	31	840	400
Presidency Division ...	2	71	720	...	3	61	720	...	14	324	4,788	...	...	...	...	...
Calcutta	1	34	360	...	...	...	...	...	6	97	1,972	...	...	...	...	...
Dacca Division ...	7	299	7,127	...	23	315	4,024	8,582	...	...	...	...	...	...	...	...
Chittagong ,, ...	3	122	2,900	...	...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ,, ...	4	186	3,154	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for 1915-16 ...	17	712	14,261	...	27	424	5,094	8,582	27	570	9,238	...	3	31	840	400

No. 23.

Progress of Muhammadans as compared with Hindus.

Class of Institution.	Number of Institutions for Indians.		Number of pupils on the rolls on the 31st March—		Number of Hindu pupils on the rolls on—				Number of Muhammadan pupils on the rolls on—				Percentage of Hindus to the total pupils on the 31st March—		Percentage of Muhammadans to the total pupils on the 31st March—	
					31st March 1915.		31st March 1916.		31st March 1915.		31st March 1916.					
	1914-15.	1915-16.	1915.	1916.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1914-15.	1915-16.	1914-15.	1915-16.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Collegiate Education— Colleges—																
General.																
Arts Colleges ...	34	32	15,921	17,226	14,298	70	15,349	80	1,336	...	1,534	1	90·2	89·6	8·3	8·9
Colleges—Professional—																
Law ...	10	10	2,401	2,646	2,220	...	2,458	...	164	...	175	...	90·4	92·9	6·8	6·6
Medicine ...	1	1	827	863	715	1	755	1	20	...	26	...	86·5	87·6	2·4	3·0
Engineering ...	1	1	313	283	262	...	231	...	6	...	9	...	83·7	81·6	1·9	3·2
Teaching ...	5	4	95	96	74	1	68	3	10	...	14	...	78·9	74	10·5	14·6
Total Professional Colleges	17	16	3,636	3,888	3,271	2	3,512	4	200	...	224	...	90·0	90·4	5·5	5·8
Total Colleges ...	51	48	19,557	21,114	17,569	72	18,861	84	1,536	...	1,758	1	92·0	89·7	7·8	8·3
Schools for General Education—																
Secondary Schools for boys—																
High Schools ...	588	616	189,265	197,530	148,865	1	156,257	1	38,505	...	39,488	...	78·6	79·1	20·3	20
Middle English Schools.	1,449	1,481	153,936	151,402	98,353	114	98,214	117	53,666	10	51,117	16	63·9	64·9	34·8	33·8
Middle Vernacular Schools.	414	383	24,912	23,094	14,984	81	13,486	112	9,287	18	8,925	15	60·4	58·9	37·3	38·7
Total Secondary Schools for boys.	2,451	2,480	368,113	372,026	262,202	196	267,957	230	101,458	28	99,530	31	71·2	72·0	27·5	26·8

Secondary Schools for girls—															
High Schools ...	15	14	2,248	2,122	94	1,297	87	1,289	3	47	1	37	61·8	64·8	2·2	1·8
Middle English Schools.	16	21	2,146	2,557	39	1,633	57	1,808	...	26	...	123	77·9	72·9	1·2	4·8
Middle Vernacular Schools.	29	28	2,562	2,508	68	1,908	50	1,798	...	113	1	108	77·1	73·6	4·4	4·3
Total Secondary Schools for girls.	60	63	6,956	7,187	201	4,838	194	4,895	3	186	2	268	72·4	70·8	2·7	3·8
Total Secondary Schools both for boys and girls.	2,511	2,543	375,069	379,213	262,403	5,034	268,151	5,125	101,461	214	99,532	299	71·3	72·0	27·1	26·3
Primary Schools—															
For Boys ...	28,327	31,612	1,046,694	1,124,109	508,108	31,870	515,384	35,422	469,203	18,056	528,801	23,788	51·5	48·9	46·5	49·2
„ Girls ...	7,622	8,784	176,801	202,469	1,447	94,137	1,424	99,188	1,387	75,056	1,994	95,839	54·0	49·7	43·2	48·3
Total Primary Schools	35,949	40,396	1,223,495	1,326,578	509,555	126,007	516,808	134,610	470,590	93,112	530,795	119,627	51·1	49·1	46·0	49·0
School for Special Instruction.															
Training Schools—															
For Masters ...	126	126	2,395	2,455	1,241	...	1,286	...	1,052	...	1,058	...	51·3	52·4	43·5	43·0
„ Mistresses ...	8	9	163	138	...	32	...	25	...	6	...	4	19·6	18·1	3·6	2·2
Total Training Schools	134	135	2,558	2,593	1,241	32	1,286	25	1,052	6	1,058	4	49·7	50·6	41·2	40·9
Schools of Art ...	4	4	370	618	344	...	535	39	16	...	26	...	92·9	92·9	4·3	4·2
Medical Schools ...	10	10	1,888	1,508	1,328	3	1,354	4	149	...	121	...	70·4	90·0	7·3	8·0
Engineering and Surveying Schools.	1	1	161	133	152	...	120	...	7	...	9	...	94·4	90·2	4·3	6·8
Technical and Industrial Schools.	48	50	1,619	1,936	579	133	706	164	398	30	431	55	43·9	44·9	26·4	25·1
Commercial Schools ...	8	5	420	321	340	...	263	...	39	...	39	...	8·9	81·9	9·2	12·1
Agricultural „ ...	...	1	...	2	...	...	2	...	...	...	...	...	...	100	...	...
Madrasahs	214	250	16,350	18,496	451	...	664	...	15,850	45	17,786	42	2·7	3·6	97·2	96·4
Miscellaneous Schools ...	3,292	842	85,406	15,649	13,121	392	10,424	257	56,783	14,970	3,901	941	15·8	68·3	84·0	30·9
Total of Schools for Special Instruction.	3,711	1,298	108,772	41,256	17,556	560	15,354	489	74,294	15,051	23,371	1,042	16·6	38·4	82·1	59·2
Total of Colleges and Schools for Public Instruction.	42,222	44,285	1,726,893	1,768,161	807,083	131,673	819,174	140,308	647,871	138,377	655,456	120,969	54·3	54·3	43·7	43·9
Private Institution ...	2,374	2,407	62,922	66,043	12,643	1,833	15,047	1,612	38,205	9,126	38,884	8,941	23·0	25·2	75·2	72·4
GRAND TOTAL ...	44,596	46,692	1,789,815	1,834,204	819,726	133,506	834,221	141,920	686,086	117,503	694,340	129,910	53·2	53·2	44·8	44·9

No. 24.

Statement showing the progress of Muhammadan pupils (as compared with Hindus and others) in the different stages of instruction in the Secondary and Primary Schools for Indians at the end of official year 1915-16.

Class of School.	High Stage.				Middle Stage.				Primary Stage.				Grand total of pupils.	Percentage of Hindu pupils to the total pupils in the high stage.	Percentage of Muhammadan pupils to the total pupils in the high stage.	Percentage of Hindu pupils to the total pupils in the middle stage.	Percentage of Muhammadan pupils to the total pupils in the middle stage.	Percentage of Hindu pupils to the total pupils in the primary stage.	Percentage of Muhammadan pupils to the total pupils in the primary stage.
	Hindus.	Muhammadans.	Others.	Total.	Hindus.	Muhammadans.	Others.	Total.	Hindus.	Muhammadans.	Others.	Total.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Secondary School for boys ...	70,601	16,078	641	87,320	69,763	24,427	635	94,825	127,829	59,054	2,998	189,881	372,026	80·8	18·4	73·6	25·8	67·3	31·1
Ditto for girls ...	310	4	141	455	361	15	302	678	4,418	251	1,385	6,054	7,187	68·1	0·9	53·2	2·2	73	4·1
Total Secondary Schools for boys and girls.	70,911	16,082	782	87,775	70,124	24,442	937	95,503	132,247	59,305	4,383	195,935	379,213	80·8	18·3	73·4	25·6	67·5	30·3
Primary Schools for boys ...	...	...	...	...	4	...	...	4	550,827	552,591	20,687	1,124,105	1,124,109	...	...	100	...	49·0	49·2
Ditto for girls ...	...	...	...	...	49	21	2	72	100,568	97,812	4,017	202,397	202,469	...	...	68·1	29·2	49·7	48·3
Total Primary Schools for boys and girls.	...	...	...	...	53	21	2	76	651,395	650,403	24,704	1,326,502	1,326,578	...	...	69·7	27·6	49·1	49·0
Grand Total for Secondary and Primary Schools for boys and girls.	70,911	16,082	782	87,775	70,177	24,463	939	95,579	783,642	709,708	29,087	1,622,437	1,705,791	80·8	18·3	73·4	25·6	51·5	46·6

No. 25.

Statement showing the success attained by Muhammadan candidates (as compared with Hindus) at the different University and Departmental Examinations in 1914-15 and 1915-16.

Examinations.	Total number of examinees.		Number of passes.						Percentage of Hindus and Muhammadan passes to the total number of passed candidates.			
			Total.		Hindus.		Muhammadans.		Hindus.		Muhammadans.	
	1914-15.	1915-16.	1914-15.	1915-16.	1914-15.	1915-16.	1914-15.	1915-16.	1914-15.	1915-16.	1914-15.	1915-16.
1	2	3	4	5	6	7	8	9	10	11	12	13
M. A. Examination	523	590	317	251	306	241	8	9	96·5	96·1	2·4	3·5
M. Sc. ,, ...	94	127	35	57	54	55	1	1	98·1	96·5	1·8	1·7
B. L. ,, ...	475	642	267	365	249	344	18	18	93·2	94·2	6·7	4·9
B. A. ,, ...	2,478	2,817	1,148	1,458	1,063	1,352	68	90	92·6	92·7	5·9	6·1
B. Sc. ,, ...	467	486	226	334	224	320	2	11	99·1	95·8	·9	3·2
B. T. ,, ...	60	57	48	50	42	37	3	7	87·5	74	6·2	14
B. E. ,, ...	25	26	10	22	10	21	...	...	100	95·5	...	...
I. E. ,, ...	28	41	5	15	5	15	...	...	100	100	...	...
I. A. ,, ...	4,686	4,799	2,458	2,267	2,216	2,009	194	209	90·4	88·6	7·9	9·4
I. Sc. ,, ...	873	1,095	487	564	475	543	8	13	97·5	96·2	1·6	2·3
L. T. ,, ...	27	43	19	29	10	22	5	6	52·6	75·8	26·3	20·7
First M. B. ,, ...	251	302	95	134	86	122	1	3	90·5	91·03	1·05	2·2
Second M. B. Examination ...	112	176	61	99	58	95	...	...	95·08	94·9	...	...
Honours in Medicine Examination.	...	...	...	...	...	...	...	...	...	...	...	...
Doctors in Medicine Examination.	...	2	...	2	...	2	...	...	...	100	...	...
Matriculation Examination. Boys ...	8,995	9,968	5,511	5,946	4,754	5,160	700	735	86·2	86·7	12·7	12·3
Matriculation Examination. Girls ...	60	78	46	60	26	34	...	...	56·8	56·6	...	...
Middle School Examination. Boys ...	29,429	33,809	22,166	25,403	16,647	19,056	5,356	6,048	75·1	75·01	24·1	23·8
Middle School Examination. Girls ...	227	216	204	190	126	122	8	6	61·7	64·2	3·9	3·1
Upper Primary Examination. Boys ...	53,579	55,816	41,081	42,688	28,277	30,301	12,460	12,024	68·8	70·9	30·3	28·1
Upper Primary Examination. Girls ...	475	654	467	529	305	350	26	24	65·3	66·1	5·5	4·5
Lower Primary Examination. Boys ...	98,975	103,029	74,116	77,170	47,892	49,956	25,245	26,381	64·6	64·7	34·0	34·2
Lower Primary Examination. Girls ...	4,416	4,718	3,396	3,623	2,464	2,455	637	832	72·5	67·7	18·7	22·9
"B" Class Examination ...	25	38	10	17	9	16	1	1	90·00	94·1	10·00	5·9
Overseer ,, ...	91	81	71	53	68	51	1	1	95·7	96·2	1·4	1·9
Sub-Overseer ,, ...	102	106	56	59	54	53	...	3	96·4	89·8	...	5·08
Medical School ,, ...	137	144	97	87	92	83	4	2	94·8	95·4	4·1	2·3

No. 26.

Statement showing the progress of Maktab Education in Bengal.

Particulars.	Recognized.						Unrecognized.		
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8	9	10
Boys' Maktabs.									
1914-15.									
Institutions	10	3	...	3,707	634	4,354	26	686	712
Pupils ... Boys	429	185	...	115,315	16,459	132,388	469	11,555	12,024
Pupils ... Girls	10	...	...	7,124	1,241	8,375	74	1,324	1,398
Provincial Revenues ... ... Rs.	4,994	...	...	19,892	...	24,886	128	...	128
District Funds ... ... ,,	...	457	...	1,31,513	...	1,31,970	159	...	159
Municipal Funds ... ... ,,	...	...	...	13,065	...	13,065	144	...	144
Fees ... ... ,,	256	249	...	1,76,821	20,341	1,97,667	480	95	575
Other sources ... ... ,,	...	25	...	37,577	6,618	44,220	635	149	784
Total Expenditure ...	5,250	731	...	3,78,868	26,959	4,11,808	1,546	244	1,790
1915-16.									
Institutions	10	1	...	4,045	634	4,690	24	743	767
Pupils ... Boys	398	68	...	128,274	16,432	145,172	638	12 830	13,468
Pupils ... Girls	9	...	...	8,599	1,742	10,350	105	1,780	1,885
Provincial Revenues ... ... Rs.	5,576	...	...	21,615	...	27,191	170	...	170
District Funds ... ... ,,	...	122	...	39,444	...	39,566	...	...	...
Municipal Funds ... ... ,,	...	...	...	14,069	...	14,069	397	...	397
Fees ... ... ,,	185	72	...	1,88,751	21,838	2,10,846	278	...	278
Other sources ... ... ,,	...	8	...	47,163	9,057	56,228	48	...	48
Total Expenditure ...	5,761	202	...	3,11,042	30,895	3,47,900	893	...	893

No. 26.

Statement showing the progress of Maktab Education in Bengal.

PARTICULARS.	RECOGNIZED.						UNRECOGNIZED.		
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8	9	10
Girls' Maktabs.									
1914-15.									
Institutions	...	...	...	1,027	237	1,264	4	194	198
Pupils ... Boys	...	...	...	7,466	890	8,356	77	168	245
Pupils ... Girls	...	...	...	16,290	3,839	20,129	100	2,083	2,183
Provincial Revenues ... ... Rs.	...	...	...	7,155	...	7,155	20	...	20
District Funds ... ... ,,	...	...	...	29,629	...	29,629	...	...	...
Municipal Funds ... ... ,,	...	...	...	3,477	...	3,477	...	...	...
Fees ... ... ,,	...	...	...	13,421	1,129	14,550	36	...	36
Other sources ... ... ,,	...	...	...	9,976	2,349	12,325	...	...	...
Total Expenditure ...	...	...	...	63,658	3,478	67,136	56	...	56
1915-16.									
Institutions	...	...	...	1,070	200	1,270	2	190	192
Pupils ... Boys	...	...	...	854	89	943	...	175	175
Pupils ... Girls	...	...	...	23,092	3,818	26,910	48	2,242	2,290
Provincial Revenues ... ... Rs.	...	...	...	9,568	...	9,568	...	...	...
District Funds ... ... ,,	...	...	...	26,004	...	26,004	83	...	83
Municipal Funds ... ... ,,	...	...	...	4,762	...	4,762	...	...	...
Fees ... ... ,,	...	...	...	4,241	1,093	5,234	56	...	56
Other sources ... ... ,,	...	...	...	7,333	590	7,923	36	48	84
Total Expenditure ...	...	...	...	51,908	1,683	53,591	175	48	223

No. 27.

Statement showing statistics of Madrasahs for 1915-16.

—	Government.	Aided.	Unaided.	Total.
1	2	3	4	5
Number of Institutions ...	5	176	69	250
Pupils	1,956	12,353	4,187	18,496
Expenditure from Provincial Revenues ... Rs.	98,795	46,112	...	1,44,907
Expenditure from District Funds ... ,,	...	13,870	...	13,870
Expenditure from Municipal Funds ... ,,	...	959	...	959
Fees ... ... ,,	11,163	61,231	14,223	86,617
Endowment and other sources ... ... ,,	...	47,113	13,582	60,695
Subscriptions ... ,,	4,144	14,122	7,046	25,312
TOTAL EXPENDITURE ... ,,	1,14,102	1,83,407	34,851	3,32,360

EDUCATION—SUBSIDIARY TABLE VIII.

Summary of the Divisional Subsidiary Tables VIII.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on 31st March 1916.	Number of pupils on rolls on the 31st March 1916.		EXPENDITURE FROM						Cost per head of pupil.	Number of Muhammadan pupils in each class of school.	REMARKS.
		Boys.	Girls.	Provincial revenues.	District Board Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
HIGH—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Government	46	15,791	826	3,18,003	...	1,035	3,67,503	4,229	6,90,820	41·4	3,920	...
Aided	251	69,375	1,244	3,01,826	3,203	9,518	12,67,103	1,76,517	17,58,167	24·9	14,268	...
Unaided	334	111,951	39	...	...	1,200	20,64,586	3,17,597	23,83,383	21·3	21,338	...
Total ...	631	197,117	2,109	6,19,829	3,203	11,803	36,99,192	4,98,343	48,32,370	25·5	39,526	...
MIDDLE ENGLISH—												
Government	50	5,259	430	23,495	15,451	987	41,428	2,850	84,211	14·8	1,829	...
Aided	886	88,744	1,960	1,47,324	1,53,649	10,148	7,47,687	2,47,407	13,06,215	14·4	27,634	...
Unaided	565	57,327	115	...	...	44	4,18,407	1,69,629	5,88,080	10·2	21,793	...
Total ...	1,501	151,330	2,505	1,70,819	1,69,100	11,179	12,07,522	4,19,886	19,78,506	13·4	51,256	...
MIDDLE VERNACULAR—												
Government	50	3,064	238	7,408	19,752	1,064	11,972	951	41,147	12·5	1,663	...
Aided	329	17,830	2,313	54,769	19,872	2,610	73,873	55,588	2,06,712	10·3	6,665	...
Unaided	32	2,109	48	...	...	...	9,025	7,378	16,403	7·6	721	...
Total ...	411	23,003	2,599	62,177	39,624	3,674	94,870	63,917	2,64,262	10·6	9,049	...
UPPER PRIMARY—												
Government	300	12,518	1,434	72,597	33,535	1,246	19,758	1,503	1,28,639	9·2	3,841	...
Aided	3,046	139,887	16,360	79,379	2,62,661	18,227	3,20,957	1,07,736	7,88,960	5·0	49,650	...
Unaided	73	3,305	259	...	...	...	11,629	4,006	15,635	4·4	1,045	...
Total ...	3,419	155,710	18,053	1,51,976	2,96,196	19,473	3,52,344	1,13,245	9,33,234	5·5	54,536	...
LOWER PRIMARY—												
Government	2,722	118,255	7,013	19,683	3,07,725	1,101	1,88,291	17,080	5,33,880	4·3	32,775	...
Aided	29,120	637,452	199,731	1,71,237	9,49,191	70,828	11,52,444	2,58,127	26,01,827	...	444,506	...
Unaided	5,135	95,886	34,478	...	...	...	1,34,115	48,833	1,82,948	...	68,604	...
Total ...	36,977	911,593	241,222	1,90,920	12,56,916	71,929	14,74,850	3,24,040	33,18,655	3·0	595,885	...
SPECIAL—												
Training	135	2,455	138	3,40,295	...	400	14,703	26,179	3,81,577	...	1,062	...
Industrial	49	1,307	549	44,960	42,733	1,902	6,644	60,325	1,56,564	...	467	...
Other	1,111	34,984	1,351	2,82,841	31,116	12,379	1,70,518	2,51,610	7,48,464	...	22,850	...
Total ...	1,295	38,746	2,038	6,68,096	73,849	14,681	1,91,865	3,38,114	12,86,605	3·3	24,379	...
Private Institutions ...	2,407	55,080	10,963	...	...	...	...	...	...	...	47,825	...
Inspection	...	...	...	7,78,165	47,554	1,328	...	384	8,27,429	...	...	...
Miscellaneous	...	...	...	4,16,368	3,90,121	19,160	7,95,411	7,70,766	23,91,826	...	...	...
GRAND TOTAL FOR 1915-16	46,641	1,532,579	279,489	30,58,350	22,76,563	1,53,225	78,16,054	25,28,695	1,58,32,887	9·4	822,456	...
GRAND TOTAL FOR 1914-15	44,541	1,506,741	259,532	32,25,420	24,31,819	1,47,748	73,72,803	24,12,990	1,55,90,780	8·8	801,786	...

BURDWAN DIVISION.

SUBSIDARY TABLE VIII.

Statement showing the state of Education and the Expenditure incurred on it during the year 1915-16.

Male population 4,261,928
Female " 4,205,389
Total ... 8,467,317

Number of boys of school-going age (at 15 per cent. of the male population under the Census of 1911) is 639,289.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGES.	Number of schools for boys and girls on the 31st March 1916.	NUMBER OF PUPILS ON THE ROLLS ON THE 31ST MARCH 1916.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		Boys.	Girls.	Provincial revenues.	District Board funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
HIGH—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Government	8	2,339	...	39,881	...	1,035	67,599	2,439	1,11,004	39·77	319	...
Aided	77	17,541	1	68,436	1,413	3,886	2,88,188	42,154	4,04,077	24·37	865	...
Unaided	51	14,388	...	...	...	...	2,02,496	74,314	2,76,810	20·45	715	..
Total ...	136	34,818	1	1,08,317	1,413	4,971	5,58,283	1,18,907	7,91,891	24·07	1,899	...
MIDDLE ENGLISH—												
Government	24	2,210	81	2,382	7,783	829	16,000	1,158	28,152	12·31	182	...
Aided	241	19,442	168	24,877	40,839	2,395	1,38,399	64,899	2,71,409	14·25	1,497	...
Unaided	60	4,679	77	...	...	...	28,810	21,383	50,193	10·42	512	...
Total ...	325	26,331	326	27,259	48,622	3,224	1,83,209	87,440	3,49,754	13·38	2,191	...
MIDDLE VERNACULAR—												
Government	7	322	...	...	2,073	...	1,211	...	3,284	10·26	28	...
Aided	69	3,640	330	8,058	6,468	312	15,779	22,601	53,218	13·62	222	...
Unaided	12	750	3	...	...	...	3,316	3,494	6,810	8·98	13	...
Total ...	88	4,712	333	8,058	8,541	312	20,306	26,095	63,312	12·70	263	...
UPPER PRIMARY—												
Government	125	5,336	578	19,050	17,794	1,186	8,647	912	47,589	8·05	496	...
Aided	996	43,253	5,125	12,351	88,996	5,754	95,706	23,913	2,26,720	4·76	3,504	...
Unaided	26	1,086	84	...	...	...	2,995	1,266	4,261	3·91	91	...
Total ...	1,147	49,735	5,787	31,401	1,06,790	6,940	1,07,348	26,091	2,78,570	5·10	4,091	...
LOWER PRIMARY—												
Government	63	2,161	408	4,494	5,336	...	2,882	306	13,018	5·2	361	...
Aided	7,086	171,342	32,000	42,072	2,13,927	13,945	3,26,006	77,420	6,73,370	3·4	32,258	...
Unaided	1,346	27,318	5,015	...	...	...	47,291	14,818	62,109	2·04	5,432	...
Total ...	8,495	200,821	37,423	46,566	2,19,263	13,945	3,76,179	92,544	7,48,497	3·2	38,051	...
SPECIAL—												
Training	35	603	5	66,925	...	...	2,021	1,416	70,362	128·55	100	...
Industrial	7	125	10	2,894	3,238	...	1,185	3,566	10,884	85·3	4	...
Other	230	3,364	5	25,908	1,232	1,807	4,471	43,782	77,200	23·7	1,123	...
Total	272	4,092	20	95,727	4,470	1,807	7,678	48,764	1,58,446	40·36	1,227	...
Total for Public Institutions	10,463	320,509	43,890	3,17,323	3,89,099	31,193	12,53,003	3,99,841	23,90,470	6·77	47,722	...
Private Institutions ...	216	4,966	328	...	...	...	...	...	...	...	1,171	...
Inspections	...	...	...	2,07,664	13,894	756	...	...	2,22,314	...	...	...
Miscellaneous charges (including cost of buildings scholarships, etc.).	...	...	...	45,405	54,925	3,533	1,72,347	1,28,001	4,03,581	...	...	...
GRAND TOTAL FOR 1915-16	10,679	325,475	44,218	5,70,397	4,57,288	35,488	14,25,350	5,27,842	30,16,365	8·16	48,893	50·9
GRAND TOTAL FOR 1914-15	10,310	316,959	40,772	5,61,802	4,45,059	35,225	13,40,083	4,87,575	28,69,744	8·02	47,817	49·6

SUBSIDIARY TABLE VIII.

PRESIDENCY DIVISION.

Statement showing the state of education and the expenditure incurred on it during the year 1915-16.

Male population 4,407,243
Female „ 4,142,011

Total ... 8,549,254

Number of boys of school-going age (at 15 per cent. of the male population under the Census of 1911) is 661,086 boys and 6,21,301 girls.

Class of schools for both Boys and Girls and other heads of charges.	Number of schools for boys and girls on the 31st March 1916.	Number of pupils on the rolls on the 31st March 1916.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	Remarks.
		Boys.	Girls.	Provincial revenues.	District Board funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
High—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Government	7	2,297	...	52,897	...	...	37,355	513	90,765	42·1	604	
Aided	81	19,759	59	63,762	848	2,306	3,24,261	47,132	4,38,309	24·3	3,267	
Unaided	60	14,378	...	...	...	(a) 1,200	2,06,451	59,138	2,66,789	19·4	1,900	
Total ...	148	36,434	59	1,16,659	848	3,506	5,68,067	1,06,783	7,95,863	23·1	5,771	
Middle English—												
Government	2	93	61	467	365	...	674	202	1,708	12·0	1	...
Aided	198	17,266	141	22,253	34,726	(b) 1,425	1,26,318	64,264	2,47,186	14·0	4,011	...
Unaided	72	6,135	25	...	...	44	30,456	35,079	65,579	11·0	1,699	...
Total ...	272	23,494	225	22,720	35,091	1,469	1,57,448	98,545	3,15,273	13·1	5,711	...
Middle Vernacular—												
Government	4	175	7	...	1,643	...	425	18	2,086	12·3	89	...
Aided	79	4,458	428	8,568	6,503	516	15,421	(c) 18,144	49,152	10·7	1,221	...
Unaided	5	475	...	...	...	...	1,617	960	2,577	6·3	134	...
Total ...	88	5,108	435	8,568	8,146	516	17,463	19,122	53,815	10·4	1,444	...
Upper Primary—												
Government	94	3,892	381	23,597	10,699	60	6,272	332	40,960	9·4	1,520	...
Aided	636	29,579	2,990	12,058	49,434	4,729	62,871	22,693	1,51,785	4·6	10,582	...
Unaided	16	706	6	..	...	...	1,834	703	2,537	3·1	264	...
Total ...	746	34,177	3,377	35,655	60,133	4,789	70,977	23,728	1,95,222	4·9	12,366	...
Lower Primary—												
Government	88	2,884	849	7,583	6,626	60	4,227	519	19,015	5·2	1,694	...
Aided	5,428	151,607	34,958	35,997	1,84,183	22,743	2,21,804	61,457	5,26,184	2·9	83,668	...
Unaided	844	18,202	4,802	...	...	...	26,405	8,568	34,973	1·7	11,557	...
Total ...	6,360	172,693	40,609	43,580	1,90,809	22,803	2,52,436	70,544	5,80,172	2·8	96,929	...
Special—												
Training	45	666	29	73,409	...	...	3,218	9,503	86,130	129·1	325	...
Industrial	8	101	165	4,273	1,968	48	109	33,061	39,459	167·8	24	...
Other	267	6,576	62	27,760	4,422	1,627	12,793	39,333	85,935	65·9	2,903	...
Total ...	320	7,343	256	1,05,442	6,390	1,675	16,120	81,897	2,11,534	95·6	3,252	...
Total for Public Institutions	7,934	279,249	44,961	3,32,624	3,01,417	34,755	10,82,511	4,00,619	21,51,929	6·4	1,25,473	...
Private Institutions ...	28	1,058	198	...	...	...	...	...	...	...	397	...
Inspection	...	...	...	1,46,982	11,906	...	...	3	1,58,891	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	...	...	...	(d) 48,384	57,740	6,076	1,17,416	1,07,039	3,36,655	...	...	...
Grand Total for 1915-16	7,962	280,307	45,159	5,27,990	3,71,063	40,834	11,99,927	5,07,661	26,47,475	8·2	125,870	42·4
Grand Total for 1914-15	7,903	285,775	43,006	5,91,111	3,76,872	35,269	11,61,617	4,29 976	25,93,845	8·3	128,226	43·1

(a) Paid to an unaided High English School in 24-Parganas.
(b) Ditto Middle ditto.
(c) Includes Rs. 120 from Cooch Behar Native State in Nadia.
(d) Ditto „ 3,337 paid to an unaided High English.
(e) Ditto „ 200 ditto ditto.

SUBSIDIARY TABLE VIII.

CALCUTTA.

Statement showing the state of education and the expenditure incurred on it during the year 1915-16.

Male population 607,674
Female ,, ... 288,393
Total ... 896,067

Number of boys of school-going age (at 15 per cent. of the male population under the Census of 1911 is 91,151).

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGES.	Number of schools for boys and girls on the 31st March 1916.	NUMBER OF PUPILS ON THE ROLLS ON THE 31ST MARCH 1916.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		Boys.	Girls.	Provincial revenues.	District Board's funds.	Municipal funds	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12.
HIGH—				Rs.		Rs.	Rs.	Rs.	Rs.	Rs.		
Government	6	2,013	163	62,387	...	...	75,764	...	1,38,151	69·6	611	...
Aided	13	1,968	1,145	51,435	...	3,230	75,190	43,511	1,73,366	58·6	238	...
Unaided	42	20,778	39	...	...	...	5,62,302	61,295	6,23,597	31·4	1,163	...
Total ...	61	24,759	1,347	1,13,822	...	3,230	7,13,256	1,04,806	9,35,114	37·7	2,012	...
MIDDLE ENGLISH—												
Government	3	481	...	9,931	...	...	2,671	...	12,602	28·9	387	...
Aided	21	2,422	980	19,110	...	2,782	28,553	15,357	65,802	19·1	221	...
Total ...	24	2,903	980	29,041	...	2,782	31,224	15,357	78,404	20·2	609	...
MIDDLE VERNACULAR—												
Aided	8	50	987	7,370	...	1,347	4,506	3,981	17,204	11·8	...	...
Unaided	1	66	...	...	...	...	...	600	600	10·3	...	...
Total ...	9	116	987	7,370	...	1,347	4,506	4,581	17,804	11·7	...	...
UPPER PRIMARY—												
Government	1	21	49	1,429	...	...	64	...	1,493	29·2	...	...
Aided	61	2,392	3,683	22,643	...	2,888	21,846	22,847	70,224	12·0	310	...
Unaided	2	78	...	...	...	...	144	...	144	2·1	...	...
Total ...	64	2,491	3,732	24,072	...	2,888	22,054	22,847	71,861	12·1	310	...
LOWER PRIMARY—												
Government	1	41	...	410	...	...	28	...	438	16·2	41	...
Aided	339	12,757	3,824	23,606	...	12,414	40,290	10,265	86,575	5·3	8,206	...
Unaided	47	958	418	...	...	...	4,341	738	5,079	4·0	818	...
Total ...	387	13,756	4,242	24,016	...	12,414	44,659	11,003	92,092	5·2	9,065	...
SPECIAL—												
Training	7	102	74	42,985	...	400	5,481	6,420	55,295	286·5	10	...
Industrial	6	411	113	2,350	...	1,767	350	8,274	12,741	25·1	257	...
Others	65	3,412	279	66,754	...	5,900	42,983	75,968	1,91,605	56·1	1,009	...
Total ...	78	3,925	466	1,12,089	...	8,067	48,814	90,671	2,59,641	63·1	1,276	...
Total for Public Institutions.	623	47,950	11,754	3,10,410	...	30,728	8,64,513	2,49,265	14,54,916	25·2	13,271	...
Private Institutions ...	72	4,169	1,055	...	...	...	...	...	...	...	604	...
Inspections	...	...	...	18,040	...	...	...	...	18,040	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	...	...	...	44,263	...	...	1,02,452	1,19,522	2,66,237	...	...	...
GRAND TOTAL FOR 1915-16.	695	52,119	12,809	3,72,713	...	30,728	9,66,965	3,68,787	17,39,193	...	13,875	57·1
GRAND TOTAL FOR 1914-15.	638	48,621	12,074	4,45,391	...	33,791	8,82,426	4,34,166	17,95,774	...	12,235	53·3

SUBSIDIARY TABLE VIII.

DACCA DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1915-16.

Male population	... ...	6,137,087
Female ,,	... ...	5,900,562
Total	...	12,037,649

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1915) is 920,563.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1915.	Number of pupils on the rolls on the 31st March 1915.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		Boys.	Girls.	Provincial Revenues.	District or Local Board Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
HIGH—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Government	11	4,060	526	78,782	...	...	85,439	...	1,64,221	38·6	1,085	...
Aided	41	16,416	...	54,591	...	...	3,15,303	17,893	3,87,787	24·8	4,609	...
Unaided	84	32,799	...	...	...	...	5,99,591	42,801	6,42,392	20·8	6,496	...
Total ...	136	53,275	526	1,33,373	...	...	10,00,333	60,694	11,94,400	23·5	12,190	...
MIDDLE ENGLISH—												
Government	1	159	...	...	388	...	1,231	...	1,619	11·0	37	...
Aided	184	20,371	247	37,011	30,415	165	2,07,776	34,114	3,09,481	15·8	8,783	...
Unaided	200	21,803	2	...	...	...	1,98,334	40,653	2,38,987	11·4	7,997	...
Total ...	385	42,333	249	37,011	30,803	165	4,07,341	74,767	5,50,087	13·5	16,817	...
MIDDLE VERNACULAR—												
Government	13	741	224	3,927	4,493	1,064	2,843	308	12,635	13·4	377	...
Aided	109	5,653	193	20,906	2,745	...	21,317	3,060	48,024	8·6	2,780	...
Unaided	5	212	45	...	...	...	1,263	654	1,917	7·7	17	...
Total ...	127	6,603	462	24,833	7,238	1,064	25,423	4,022	62,580	9·2	3,174	...
UPPER PRIMARY—												
Government	41	1,701	236	12,297	2,346	...	2,745	247	17,635	9·4	792	...
Aided	547	26,270	1,944	12,766	46,837	2,624	55,816	15,833	1,33,876	4·9	12,828	...
Unaided	13	543	158	...	...	...	1,361	1,077	2,438	3·6	169	...
Total ...	601	28,514	2,338	25,063	49,183	2,624	59,922	17,157	1,53,949	5·1	13,789	...
LOWER PRIMARY—												
Government	1,049	49,201	1,171	1,285	1,17,829	99	80,310	7,969	2,07,492	4·3	34,946	...
Aided	7,183	152,692	61,268	20,383	2,17,195	10,522	2,23,113	52,083	5,24,216	2·6	1,33,754	...
Unaided	1,648	28,121	13,071	...	...	...	32,137	15,894	48,031	1·3	27,644	...
Total ...	9,880	230,014	75,510	21,868	3,35,744	10,621	3,35,560	75,946	7,79,739	2·7	1,96,344	...
SPECIAL—												
Training	20	443	22	76,599	...	...	1,919	161	78,679	170·9	248	...
Industrial	6	182	20	8,513	12,741	...	...	5,199	26,453	142·2	38	...
Other	226	8,357	21	1,13,117	7,674	640	58,569	30,680*	2,10,680	26·9	5,497	...
Total ...	252	8,982	63	1,98,229	20,415	640	60,488	36,040	3,15,812	37·2	5,783	...
Total for Public Institutions.	11,381	369,724	79,148	4,40,377	4,43,383	15,114	18,89,067	2,68,626	30,56,567	7·2	2,48,098	...
Private Institutions ...	1,162	22,345	4,840	...	...	...	...	...	...	...	20,756	...
Inspection	...	...	...	1,77,519	11,949	...	...	15	1,89,483	..	...	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	...	...	...	1,34,044	92 725	4,403	2,12,924	2,16,573	6,60,669	...	...	...
GRAND TOTAL FOR 1915-16.	12,543	392,069	83,988	7,51,940	5,48,057	19,517	21,01,991	4,85,214	39,06,719	...	2,68,854	42·9
GRAND TOTAL FOR 1914-15.	11,908	384,221	77,359	8,47,972	6,57,601	16,969	20,13,305	4,88,676	40,24,523	...	2,57,433	1·7

* Including Rs. 240 from Native States.

SUBSIDIARY TABLE VIII.

CHITTAGONG DIVISION

Statement showing the state of Education and the Expenditure incurred on it during the year 1915-16.

Male population ... 2,694,511
Female ditto ... 2,699,980

Total ... 5,394,491

Number of boys of school-going age (at 15 per cent. of the male population under the Census of 1911) is 404,176.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 191 .	Number of pupils on the rolls on the 31st March 191 .		EXPENDITURE FROM—						Cost per head of pupils.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		Boys.	Girls.	Provincial Revenues.	District Board Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
HIGH—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Government	6	1,976	137	33,223	...	...	38,476	566	72,265	34·2	417	...
Aided	15	6,531	...	25,482	...	...	1,24,698	4,948	1,55,128	23·7	2,106	...
Unaided	64	19,159	...	...	...	...	3,02,548	39,219	3,41,767	17·8	7,180	...
Total	85	27,666	137	58,705	...	...	4,65,722	44,733	5,69,160	20·3	9,703	...
MIDDLE ENGLISH—												
Government	10	1,010	282	10,715	3,197	...	7,797	591	22,300	17·2	581	...
Aided	91	13,079	...	23,445	19,807	120	98,351	12,697	1,54,420	11·8	5,298	...
Unaided	125	14,581	1	...	...	...	90,800	27,715	1,18,515	8·1	5,787	...
Total	226	28,670	283	34,160	23,004	120	1,96,948	41,003	2,95,235	10·2	11,666	...
MIDDLE VERNACULAR—												
Government	2	78	...	2,892	...	...	145	...	3,037	38·9	29	...
Aided	35	6,449	41	7,521	727	...	8,112	1,728	18,088	7·2	1,418	...
Total	37	2,527	41	10,413	727	...	8,257	1,728	21,125	7·9	1,447	...
UPPER PRIMARY—												
Government	9	357	114	5,466	120	...	183	...	5,769	12·2	199	...
Aided	280	16,004	762	7,889	23,664	1,248	33,057	3,202	69,060	4·1	8,300	...
Unaided	3	316	...	...	...	...	700	362	1,062	3·3	104	...
Total	292	16,677	876	13,355	23,784	1,248	33,940	3,564	75,891	4·3	8,603	...
LOWER PRIMARY—												
Government	487	25,588	2,857	3,510	61,671	...	32,496	1,548	99,225	3·4	19,171	...
Aided	4,109	104,568	35,833	26,449	1,33,468	3,804	1,51,898	12,265	3,27,884	2·3	93,156	...
Unaided	488	8,434	5,974	...	...	...	10,395	1,393	11,788	·8	10,545	...
Total	5,084	138,590	44,714	29,959	1,95,139	3,804	1,94,789	15,206	4,38,897	2·3	1,22,872	...
SPECIAL—												
Training	10	230	...	27,638	...	...	534	1	28,173	122·4	134	...
Industrial	3	43	30	1,422	9,961	...	373	176	11,932	163·4	14	...
Others	107	6,961	15	38,021	7,174	465	36,196	19,324	1,01,180	14·5	5,585	...
Total	120	7,234	45	67,081	17,135	465	37,103	19,501	1,41,285	19·4	5,733	...
Total for Public Institutions	5,844	221,364	46,996	2,13,673	2,59,789	5,637	9,36,759	1,25,735	15,41,593	5·7	1,60,024	...
Private Institutions ...	780	19,111	3,982	...	...	...	...	...	...	...	21,767	...
Inspections	...	...	...	1,04,877	6,730	366	...	...	1,11,973	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	...	...	...	53,101	47,789	1,506	74,510	1,00,188	2,77,094	...	...	...
GRAND TOTAL FOR 1915-16	6,633	240,475	50,078	3,71,651	3,14,308	7,509	10,11,269	2,25,923	19,30,660	6·6	1,81,791	59·4
GRAND TOTAL FOR 1914-15	6,306	239,704	47,617	3,28,605	3,45,605	8,644	9,30,685	2,35,257	18,48,796	6·4	1,80,801	59·3

SUBSIDIARY TABLE VIII.

RAJSHAHI DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1915-16.

Male population 5,250,254
Female ,, ... 4,878,450
Total ... 10,128,704

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 787,538.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1915.	Number of pupils on the roll on the 31st March 1915.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		Boys.	Girls.	Provincial Revenues.	District Board funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
HIGH—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	
Government	8	3,106	...	50,833	...	...	62,870	711	1,14,414	...	884	...
Aided	24	7,160	39	38,120	942	96	139,463	(a)20,879	1,99,500	...	3,183	...
Unaided...	33	10,449	...	...	...	...	1,91,198	40,830	2,32,028	...	3,884	...
Total ...	65	20,715	39	88,953	942	96	3,93,531	62,420	5,45,942	25·7	7,951	.
MIDDLE ENGLISH—												
Government	10	1,306	6	...	3,718	158	13,055	899	17,830	...	641	...
Aided	151	16,164	424	20,628	27,862	3,261	1,48,290	56,076b	2,56,117	...	7,824	...
Unaided	108	10,129	12	...	...	...	70,007	44,799	1 14,806	...	5,798	...
Total ...	269	27,599	442	20,628	31,580	3,419	2,31,352	1,01,274	3,88,763	14·	14,263	...
MIDDLE VERNACULAR—												
Government	24	1,748	7	589	11,543	...	7,348	625	20,105	...	1,149	...
Aided	29	1,580	334	2,846	3,429	435	8,738	6,074c	21,022	...	1,024	...
Unaided	9	606	...	...	...	...	2,829	1,670	4,499	...	557	...
Total ...	62	3,934	341	2,935	14,972	435	18,915	8,369	45,626	10·5	2,721	...
UPPER PRIMARY—												
Government	30	1,151	76	10,758	2,576	...	1,847	12	15,193	...	834	...
Aided	526	22,389	1,856	11,672	53,730	984	51,661	19,248d	1,37,295	...	14,126	...
Unaided	13	576	11	...	...	...	4,595	598	2,193	...	417	...
Total ...	569	24,116	1,943	22,430	56,306	984	55,103	19,858	1,54,651	5·9	15,377	...
LOWER PRIMARY—												
Government	1,034	38,380	1,728	2,401	1,16,263	942	68,348	6,738e	1,94,622	...	26,562	...
Aided	4,975	104,486	31,798	22,530	1,99,698	7,400	1,89,333	41,637f	4,70,598	...	93,464	...
Unaided	762	12,853	5,198	...	...	...	13,546	7,422	20,968	...	12,598	...
Total ...	6,771	155,719	38,724	31,931	3,15,961	8,342	2,71,227	58,797	6,86,258	3·5	132,654	...
SPECIAL—												
Training	18	411	8	52,739	...	...	1,530	8,669	62,938	...	245	...
Industrial	19	445	211	25,508	14,825	87	4,626	10,049	53,095	...	130	...
Other	216	6,314	969	11,281	10,614	1,940	15,506	42,523	81,864	...	6,733	...
Total ...	253	7,170	1,188	87,528	25,439	2,027	21,662	61,241	1,97,897	23·6	7,108	...
Total for Public Institutions	7,989	239,253	42,677	2,54,405	4,45,200	15,303	9,91,790	3,12,459	20,19,157	7·1	1,80,044	...
Private Institutions ...	140	3,431	560	...	..	...	...	...	...	...	3,130	...
Inspection	...	...	...	1,23,083	3,075	204	...	366	1,26.728	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	...	...	...	91,171	1,36,942	3,642	1,15,762	99,413g	4,46,960	...	...	...
GRAND TOTAL FOR 1915-16	8,129	242,684	43,237	4,68,659	5,85,217	19,149	11,07,552	4,12,268	25,92,845	9·0	183,174	30·8
GRAND TOTAL FOR 1914-15	7,476	235,354	37,955	4,50,539	6,06,682	18,450	10,44,687	3 37,740	24.58,098	8·9	175,503	29·9

a Includes Rs. 1,200 from Native States.
b ,, Rs. 904 ditto.
c ,, Rs. 205 ditto.
d Includes Rs. 574 from Native States.
e ,, Rs. 343 ditto.
f ,, Rs. 1,145 ditto.
g Includes Rs. 124 from Native States as scholarship.

CLASS OF SCHOOLS.	Number of schools for boys and girls.	NUMBER OF PUPILS ON THE ROLL ON 31ST MARCH 1916.		EXPENDITURE FROM—						
		Boys.	Girls.	Provincial revenues.	District funds.	Municipal funds.	Native States.	Fees.	Other sources.	Total.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
High English	1	215	...	2,694	...	...	1,200	4,323	574	8,791
Middle ,, ...	2	229	1	...	350	...	904	2,091	80	3,425
,, Vernacular ...	1	...	96	1,041	...	120	205	197	93	1,656
Upper Primary ...	5	228	1	...	450	...	574	383	23	1,430
Lower ,, ...	23	648	83	232	543	...	1,388	1,011	55	3,229
Total ...	32	1,320	181	3,967	1,343	120	4,271	8,005	825	18,531

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PROGRESS

OF

EDUCATION IN BENGAL

1912-13 TO 1916-17.

FIFTH QUINQUENNIAL REVIEW.

BY

W. W. HORNELL, C.I.E.



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PROGRESS

OF

EDUCATION IN BENGAL.

1912-13—1916-17.

FIFTH QUINQUENNIAL REVIEW.

CHAPTER I.

Introductory.

Area.—In accordance with the orders of the Government of India the statistics of Native States have not been included in this review. Excluding the area of these states this review deals with education in an area of 78,699 square miles.

2. **Population.**—According to the census of 1911 the total population of the Presidency (excluding the population of Native States) is 45,483,077, viz., 23,365,225 males and 22,117,852 females. Of the total population, 20,377,793 are Hindus ; 23,989,719 are Muhammadans ; 129,518 are Christians and the rest (986,047) belong to other communities.

3. **Numbers in towns and rural areas.**—According to the census of 1911 the total number of towns in the Presidency of Bengal is 119 and that of villages 119,732. The population in the former amounts to 2,945,622 and in the latter to 42,537,455.

4. **Number of district boards and municipalities.**—In the Presidency there are 25 district boards and 114 municipalities including the Calcutta Corporation. The population in district board areas is 42,022,655 and in municipal areas 2,869,681.

5. **Children of school-going age.**—The number of children of school-going age calculated at 15 per cent. of the total population is 6,822,461, viz., 3,504,784 males and 3,317,677 females. The Government of India have recently discontinued the practice of this calculation and have adopted in its stead the percentage of pupils at school calculated upon the total population. On the basis of this calculation the figures would be :—

(1) Percentage of men and boys at school to the total male population	6·92
(2) Percentage of women and girls at school to the total female population	1·36
(3) Percentage of pupils at school to the total population	4·21

CHAPTER II.

THE EDUCATIONAL SYSTEM.

Statistics of Management.

6. **Public and private institutions.**—The returns for 1916-17 show the Bengal Presidency as possessing 48,373 educational institutions, viz., 38,489 institutions for the education of men and boys, and 9,884 institutions for the education of women and girls. The figures for 1911-12 were 42,939, viz., 35,665 institutions for men and boys, and 7,274 institutions for women and girls. Thus the increase during the quinquennium was in institutions for men and boys 2,824 or 7·9 per cent., in institutions for women and girls 2,610 or 35·9 per cent. The increase is distributed through all classes and grades of institutions except special schools, but it is most marked in primary schools.

7. **Departmental standards.**—The number of institutions for both sexes which conformed to departmental standards in 1916-17 was 46,104 as against 40,559 in 1911-12. This means an increase of 5,545 or 13·6 per cent.

8. **Public and private management.**—Of the 46,104 institutions conforming to departmental standards, 3,353 or 7·3 per cent. were under public management. The balance 42,751 or 92·7 per cent. were under private management, 35,788 or 77·6 per cent. being aided.

9. **Primary, secondary and special schools.**—The number of primary schools was 41,966, of which 3,027 or 7·2 per cent. only were under public management. Secondary schools amounted to 2,756; of these 150 or 5·4 per cent. were under public management. Out of a total of 1,331 special schools, 155 were under public management, and of these as many as 134 were institutions for the training of teachers.

10. **Colleges.**—The returns show 51 colleges, but this figure includes 8 law departments which, though they are attached to arts colleges, are shown as distinct institutions. Of these 51 colleges, 21 were under public management. Of the 33 arts colleges included in the returns 9 are under public management, and of the 24 under private management 13 are aided.

11. **Management summarised.**—The position as regards management may be summarised as follows:—The proportion of institutions of all classes under public management to those under private management was 1 to 13. The majority of the institutions were under private management, but the larger proportion of these were in receipt of aid from public funds.

THE EDUCATION BUDGET.

12. **Receipts.**—The sanctioned estimate for the receipts of the Education Department in 1916-17 was Rs. 9,05,000. The estimate for 1912-13 was Rs. 6,84,000. This means an increase in four years of Rs. 2,21,000. The increase is mainly due to the rise in the number of pupils in schools and colleges.

13. **Expenditure.**—The Education Budget for 1916-17 provided Rs. 88,30,000 for expenditure during that year. The budget provision for 1912-13 was Rs. 78,45,000. In other words, the amount of public money available for expenditure on education, exclusive of the amounts spent by district boards and municipalities out of their own funds, increased by Rs. 9,85,000 in four years.

THE EDUCATION DEPARTMENT.

14. **The Indian Educational Service.**—On 1st April 1912, the date on which the Presidency of Bengal came into existence, the Indian Educational Service cadre of the Presidency contained 46 appointments on ordinary rates of pay and 3 on special rates of pay. Since then two new posts on ordinary rates of pay have been added to the cadre. A new post for the

principal of the Bethune College has also been added on a special rate of pay, as also a temporary post on the ordinary rate of pay for five years. On 31st March 1917 the Indian Educational Service cadre of the Presidency contained 48 posts on ordinary rates of pay, 4 posts on special rates of pay, and 1 temporary post on the ordinary rate of pay. Six of these posts were vacant on that date.

15. **Temporary allowances for the Indian Educational Service.**—Three officers are now drawing temporary allowances—their respective values are Rs. 200, Rs. 150 and Rs. 150, sanctioned in consideration of the delay which has occurred in the matter of the improvement of the service. These allowances were granted during the quinquennium.

16. **The Provincial Educational Service.**—On the constitution of the Presidency of Bengal the Provincial Educational Service cadre contained 140 posts, including one on a special rate of pay for the principal of the Eden High School for girls at Dacca. Twenty-six permanent appointments and one temporary appointment were created during the quinquennium, while four appointments were abolished. The strength of the Provincial Educational Service on 31st March 1917 was 163 posts, viz., 162 permanent posts and one temporary post.

17. **The Subordinate Educational Service.**—The strength of the Subordinate Educational Service on 31st March 1917 was exactly the same as it was on 1st April 1912, viz., 806 appointments. During the quinquennium 41 appointments were created and 41 were abolished. Owing to the financial stringency which has obtained since the war began, the posts created in the course of the last three years were fixed to meet actual requirements. This has led to a depreciation in the average pay of the service.

18. **The Lower Subordinate Educational Service.**—On 1st April 1912 the Lower Subordinate Educational Service cadre contained 760 appointments. On 31st March 1917 this cadre contained 734 posts. Two posts were created during the quinquennium and 28 posts were abolished.

19. **Posts outside the graded services.**—On 1st April 1912 there were 342 officers not included in the cadre of either of the four services referred to above. Of these 19 were drawing salaries of Rs. 200 a month or upwards, while 323 were drawing salaries ranging from Rs. 15 to Rs. 150 a month. One hundred and seventy-three appointments were created during the quinquennium and one was abolished. Thus on 31st March 1917 there were 514 officers not included in the cadres of the Indian, Provincial, Subordinate and Lower Subordinate Educational Services, and of these 32 drew salaries of Rs. 200 a month or more and 482 drew salaries ranging from Rs. 15 to Rs. 175 a month. In addition to these there were 393 posts for teachers of *guru*-training schools (including *mianji* or *muallim*-training schools) and model girls' schools, carrying salaries ranging from Rs. 6 to Rs. 30 a month.

20. **Personal allowances for the Provincial Educational Service.**—Pending the results of the recent Royal Commission on the Public Services of India special personal allowances of Rs. 150 a month each were granted to five officers of the Provincial Educational Service.

21. **Local allowances for headmasters and assistant headmasters.**—During the quinquennium a local allowance of Rs. 50 a month was granted to all headmasters and headmistresses of Government high schools, who are members of the Subordinate Educational Service. In addition to this each assistant headmaster and assistant headmistress of a Government high school who belongs to the Subordinate Educational Service now receives a local allowance of Rs. 20 a month. Headmasters and headmistresses of Government middle English schools draw local allowances at the rate of Rs. 30 a month, while headmasters and headmistresses of Government middle vernacular schools are now enjoying local allowances at the rate of Rs. 20 a month. Some of the headmasters and headmistresses of Government middle schools who are drawing these allowances are not members of the Subordinate Educational Service. These allowances have proved a great boon to a deserving and underpaid class of Government servants; they have also done a good deal to strengthen the sense of responsibility in the selected holders of these important posts.

22. **The office of the Director of Public Instruction.**—A separate cadre was formed during the quinquennium for the assistants of the office of the Director of Public Instruction.

23. **Unpopularity of the educational services.**—The educational services are unpopular and reasonably so. So far as the staff of Government colleges is concerned, those graduates of Calcutta University who, on the strength of their M.A. and M.Sc. degrees and possibly some small amount of experience, are appointed early in life to a professorship in the Provincial Educational Service have no great cause for complaint, but this service also contains certain professors who hold European academic qualifications, secured in some cases at the cost of considerable struggle and hardship, which have profited them little, if at all, in the matter of pay and prospects. These officers have a grievance. Then there are the men whose qualifications, had they been fortunate, might have procured them, to start with, appointments as professors in the Provincial Educational Service. These men begin as lecturers on Rs. 125 in class IV of the Subordinate Educational Service—in the past many began on Rs. 100 in class V of that service. They are doing practically the same work as professors, but failing professorships in appropriate subjects becoming vacant, the only prospect that they have is to climb slowly and laboriously up the Subordinate Educational Service. In this service the lecturer has to compete with inspecting officers, school teachers and others, so that even if he does work of real distinction in his subject, it is difficult, if not impossible, to give him exceptional promotion.

But the anomalies and disadvantages which beset the collegiate staff are nothing as compared with those which dog the path of the inspecting and school teaching officers of the Education Department. With regard to these Mr. Gunn, Inspector of Schools, Dacca division, writes :—

"The low initial pay of the Subordinate Educational Service, the Lower Subordinate Educational Service and the ungraded services offers little or no inducement to competent men to join the Department, and now-a-days it is practically impossible to recruit men on a miserable pittance of Rs. 15 a month. The initial pay should be raised and the disproportion in the number of posts in the Lower Subordinate Educational Service and the Subordinate Educational Service should be adjusted. Officers holding posts in ungraded services are worse off than those in the Lower Subordinate Service. Their position is almost the same as that of men serving in private institutions. The main causes of grievance of the Provincial and Subordinate Service men are these :—

(*a*) the number of posts in the lower grades being disproportionately large, the chances of promotion are so few that an officer beginning his service at the lowest grade can hardly hope to reach a place even in a middle grade at the close of his career,

(*b*) there is no correspondence between the rank held by an officer and the salary he receives, as there is in other departments.

DIRECTION AND INSPECTION.

24. **Direction.**—During the period under review an additional appointment in the Indian Educational Service was created for an Assistant Director of Public Instruction for Muhammadan Education, but the post of Additional Assistant Director of Public Instruction in the Provincial Educational Service was discontinued.

25. **The inspecting agency.**—The table below shows the strength of the inspecting agency in each division at the end of the quinquennium :—

Division.	Inspectors and second inspectors.	Assistant inspectors (including those for Muhammadan education).	Deputy and additional deputy inspectors.	Sub-inspectors.	Assistant sub-inspectors.	Inspecting maulvis!	Assistant inspectresses.	Inspectresses.
Burdwan ...	3	5	21	73	19	2	2 } 1	1
Presidency (excluding Calcutta).	3	4	11	44	9	3	2	
Calcutta ...	1	...	2	3	...	1	1	
Dacca ...	3	4	18	54	7	...	2	
Chittagong ...	2	3	9	34	2	...	1	1
Rajshahi ...	1	3	14	41	2	...	1	

In addition to the officers mentioned in the above table there were on 31st March 1917, 11 assistant sub-inspectors and 142 inspecting *pandits* (including inspecting *maulvis* and *munshis*) or *guru*-instructors who do not render qualifying service.

26. **Cost of direction and inspection.**—The total expenditure on direction and inspection during the year 1916-17 amounted to Rs. 10,57,988; five years previously it was Rs. 9,11,390. The cost of direction in 1916-17 was Rs. 1,51,448, while that of inspection was Rs. 9,06,540.

The secondary education improvement scheme.

27. Except for the grant of local allowances to headmasters and headmistresses and to assistant headmasters and assistant headmistresses mentioned in paragraph 21 above, the quenquinnium has seen no improvement in the lot of the teachers in Government schools. A revised scheme for the improvement of secondary education in the Presidency of Bengal was submitted to the Government of India in August 1916—this was merely an amalgamation and adaptation of the proposals which were submitted in 1908 to the Government of India at their request by the Government of Bengal and the Government of Eastern Bengal and Assam.

Executive and judicial officers and education.

28. There is nothing to record. The relations between educational officers and executive and judicial officers continue to be excellent. A definite status has been assigned to district magistrates and subdivisional officers in connexion with the managing committees of Government schools, but in addition to this the reports of all the divisional inspectors speak of the regular visits to schools of executive officers of all grades and testify to the value of these visits.

DISTRICT AND LOCAL BOARDS AND MUNICIPALITIES AS LOCAL EDUCATION AUTHORITIES.

29. **Educational responsibilities of district boards.**—The powers and duties of district boards were fixed by the Bengal Local Self-Government Act of 1885 (Bengal Act III of 1885) and by the statutory rules framed thereunder.

30. **The orders issued by the Government of India in 1916.**—In a letter No. 873, dated the 19th September 1916, the Government of India laid down certain general principles regarding the powers of local bodies in respect of primary education and of the control which should be exercised by Provincial Governments over the educational expenditure of these bodies. In view of the principles enunciated by the Government of India, as also on account of the altered conditions of primary education, the statutory rules framed under the Local Self-Government Act require revision. The matter is now under the consideration of Government.

31. **Powers of local boards.**—In some districts local boards have been given powers relating to educational matters. But in no case do these powers involve anything more serious than authority to pay grants to primary schools out of such funds, if any, as the district boards may have made over to them for this purpose.

32. **The funds which the district boards can devote to education are wholly inadequate.**—When the Local Self-Government Act of 1885 came into force and district boards were formed, the income assigned to them for expenditure on education consisted of the revenues derived from pounds and ferries and Government contributions for educational purposes. In 1913-14 the Public Works Cess was made over to district boards and the Government contributions were subsequently withdrawn. A part of the Public Works Cess is now sometimes assigned to education, but it is reported that the amounts so assigned are

generally small. At any rate the funds which the district boards do devote to education are wholly inadequate. It is true that district boards receive annually large allotments from Imperial grants, but they are required to disburse these amounts in accordance with schemes of expenditure prescribed by Government. The income from pounds and ferries on which a district board has to depend largely to meet its educational charges has in many cases decreased. In those cases in which this income has remained stationary or increased, it has been largely utilised to defray medical expenditure, which is also a charge on the pounds and ferries revenue. There is not therefore—apparently there cannot be—any elasticity in the district boards' arrangements for financing education. Briefly the present position is that the great majority of boards cannot on their present resources open or encourage the opening of any more primary schools, while in some districts there is a danger that even the miserable grants which are now being paid may have to be reduced.

33. **Want of punctuality on the part of district boards in making educational payments.**—The system of payment is not uniform in all districts and complaints have been made that district boards are not regular in making their educational payments and that in some cases there has been considerable and quite unnecessary delay. The boards are not alone to blame for this unpunctuality. Delay sometimes occurs in the preparation of bills in the offices of the local inspecting officers. Now that the Imperial allotments have been permanently fixed for each district, there is no reason why payments should not henceforth be made regularly and punctually every quarter.

34. **Schools in district board areas and total district board expenditure on education.**—On 31st March 1917 there were under the management of district boards 84 secondary, 2,824 primary and 7 special schools; these schools were attended by 6,932; 129,091 and 415 pupils, respectively. There were also within the jurisdiction of the boards 2,180 secondary, 36,723 primary and 869 special schools under private management. Of these, 878 secondary, 31,170 primary and 428 special schools received aid from district boards. On 31st March 1917 the aided schools had 1,094,397 pupils on their rolls and the unaided schools 360,018. During the year 1916-17 district boards spent Rs. 22,25,748 on education. They spent Rs. 4,13,033 on schools under their direct management and Rs. 14,63,903 in grants-in-aid to other schools within their jurisdiction. As regards the balance, Rs. 2,05,511 went on buildings, furniture and apparatus, Rs. 49,048 on inspection, Rs. 53,213 on scholarships and Rs. 41,040 on miscellaneous charges. The corresponding figures for 1911-12 were Rs. 13,66,214; Rs. 1,58,827; Rs. 8,35,933; Rs. 2,23,491; Rs. 48,845; Rs. 40,028 and Rs. 59,090, respectively. The increase is wholly due to the Imperial allotments which were placed during the quinquennium at the disposal of district boards for expenditure on primary education.

35. **Educational responsibilities of municipalities.**—The Government order of 1902 in accordance with which municipalities were required to spend 3·2 per cent. of their income on primary education has been withdrawn. Some municipalities have since this withdrawal spent above this limit, but there are instances of municipal boards having spent below it.

Both the Imperial and Local Governments have agreed that the educational activities of municipal bodies should be confined in the main to primary schools, and that municipal funds should not be utilised for secondary education, until full provision has been made for primary schools. In accordance with this principle certain statutory rules under the Municipal Act have been drawn up with a view to confining, as far as possible, municipal expenditure on education to primary schools. The rules are under the consideration of Government.

A municipal area is as a rule small and the schools with which the municipal commissioners are concerned are generally few. There is no representative of the Department on the municipal council and consequently the Department has less influence in a municipality than it has in a district board area. The educational budget of the municipality is, however, communicated to the deputy inspector and his proposals for the distribution of aid to schools in the urban area are generally accepted by the commissioners.

The inadequacy of the funds available as compared with the demand for primary education is even more marked in municipal than it is in district board areas.

36. **Schools in municipal areas and total municipal expenditure on education.**—On 31st March 1917 the municipalities in Bengal had under their management 9 secondary and 8 primary schools, educating 2,826 and 380 pupils, respectively. There were also 378 secondary, 1,863 primary and 273 special schools under private management in their areas. Of these, 115 secondary, 1,527 primary and 117 special schools received aid from these bodies. The number of pupils attending these institutions was 94,108, while the unaided institutions educated 96,773 pupils. During 1916-17 the total expenditure of the municipalities on education amounted to Rs. 2,07,539. Their expenditure on schools under their own management was Rs. 7,195 and their grants-in-aid to schools within their areas Rs. 1,76,617. They also spent Rs. 23,537 on inspection, scholarships, buildings, etc. The corresponding figures for 1911-12 were Rs. 1,52,293 ; Rs. 4,553 ; Rs. 1,26,528 and Rs. 21,212, respectively.

The Corporation of Calcutta.

37. During 1916-17 the Corporation of Calcutta expended on schools for Indians Rs. 40,799 against Rs. 34,688 in 1911-12. They gave Rs. 6,867 to secondary schools ; Rs. 22,782 to primary schools, and Rs. 7,138 to special schools, and indirect expenditure amounted to Rs. 4,012. These figures do not include the grants given to free libraries and the amounts surrendered by the Corporation by way of exempting educational institutions from rates and taxes.

Private agencies.

38. **Christian agencies.**—Of the total number of educational institutions in the Presidency which conform to recognised standards, 92·7 per cent. are under the management of private agencies. Prominent among these agencies are Christian missionary societies.

39. **Indian associations.**—Mention may also be made of various associations which have been formed in different parts of the Presidency. The most prominent of these associations are the *Anjuman-i-Hemayeti-Islam* of Barisal, the Provincial Muhammadan Educational Conference, the *Anjuman-i-Mufidul Islam* of Madaripur, the *Anjuman-i-Islamia* of Serajganj and the Muhammadan Associations of Rangpur and Chittagong. All these are reported as having taken a lively interest in all matters concerning the advancement of Muhammadan education. The *Suhrid Sabha* of Faridpur and the *Hitashadhini Sabha* of Tippera are mentioned as having devoted attention to the education of girls and women. The Uttarpara *Hitakari Sabha* continued to do good work by awarding scholarships to deserving girls and *zanana* women. The *sabha* receives a small grant from the Education Department.

CHAPTER III.

THE UNIVERSITY AND ARTS COLLEGES.

The University of Calcutta.

40. **The University and the post-graduate-teaching.**—The function assigned to the Universities by the Education Despatch of 1854 was that of holding examinations and conferring degrees. Although the institution of professorships was contemplated for branches of learning not elsewhere provided, the Universities were "not so much to be in themselves places of instruction as to test the value of the education obtained elsewhere." The Government of India when appointing the committee which examined the question of the establishment of the Universities suggested that the existence of the Presidency College rendered University professorships unnecessary for Calcutta, but that there would be no objection to the foundation of such as might be required for Madras or Bombay.

The recommendation of the Commission of 1902 was as follows :—

> "We think it expedient that undergraduate students should be left in the main to the colleges, but we suggest that the Universities may justify their existence as teaching bodies by making further and better provision for advanced courses of study. The University may appoint its own lecturers and provide libraries and laboratories."

The Commission considered the objection that the college teachers would thus be limited to the routine of undergraduate classes, but thought that the recommendation while restricting the opportunity in one direction opened a wider field in another ; for in working a central school of science or philosophy or literature, the University would naturally endeavour to utilise as far as possible the services of the best teachers of its own colleges. The Commission anticipated that if the teaching functions of a University were fully recognised, assistance might be expected from private liberality. They also suggested that Government aid might be given by direct subsidy, by lending the services of its own professors, by enabling the Universities to obtain the services of professors in private colleges and by providing laboratories, etc. While therefore the Act of 1857 did not provide among the duties of the University that of teaching, one of the main changes effected by the Act of 1904 was to enlarge the functions of the Universities which were henceforward considered to have been incorporated for the purposes among others of making provision for the instruction of students with power to appoint University professors and lecturers.

I give below a table which shows the number of University lecturers and assistant professors working in Calcutta for each year from 1908-09 to 1916-17, when the present post-graduate scheme came into force.

Number of M. A. and M. Sc. teachers in Calcutta.

(Other than those in affiliated Colleges.)

Year.	Number of University Lecturers.	Number of Assistant Professors.	Total.
1908-09 ...	2	...	2
1909-10 ...	22	...	22
1910-11 ...	21	...	21
1911-12 ...	26	...	26
1912-13 ...	54	...	54
1913-14 ...	45	3	48
1914-15 ...	30	14	44
1915-16 ...	28	18	46
1916-17 ...	21	25	46

In 1907 the Scottish Churches College, Calcutta, obtained affiliation in one portion of the prescribed philosophy course and in one portion of the prescribed mathematical course. In 1908 the Presidency College obtained affiliation in one branch of English, in one branch of mathematics and history and

economics. Subsequently the affiliation of the Presidency College was extended from time to time, so as to include successively physics, chemistry, philosophy and more recently botany and physiology. The classes in pure mathematics at the Scottish Churches College disappeared in 1912 owing to the death of Mr. G. S. De who was the most experienced professor on their staff. Meanwhile the number of candidates for instruction in the M. A. and M. Sc. courses continued to increase. The following table shows the number of students in the M. A. classes of the University from 1908-09 to 1916-17:—

Year.	Number of students.
1908-09	19
1909-10	60
1910-11	115
1911-12	209
1912-13	375
1913-14	1,066
1914-15	1,119
1915-16	993
1916-17	1,172

I now give a table which analyses the number of students in the University post-graduate classes subject by subject and year by year.

Post-graduate students.

(In the University Classes.)

Subject.	1908-09.	1909-10.	1910-11.	1911-12.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.
English	...	...	...	16	72	220	296	332	381
Economics	2	9	22	57	54	156	162	97	113
Philosophy	...	...	...	...	48	203	211	171	194
History	12	38	69	103	83	193	180	165	168
Sanskrit	5	13	17	25	14	26	25	19	22
Persian	...	...	...	...	2	2	3	5	7
Arabic	...	...	...	...	...	1	2	5	5
Pali	...	...	4	5	3	4	6	3	2
Comparative Philology	...	...	3	3	1	1	...	...	...
Botany	...	...	...	...	...	13	12	1	...
Pure Mathematics	...	...	...	...	98	247	222	195	280
Total	19	60	115	209	375	1,066	1,119	993	1,172

It was felt by the University authorities that the systematic teaching of the large number of students in the M. A. classes of the University involved the employment for this purpose of some whole-time men at least. But here a difficulty arose. A capable scholar, if he was required to devote himself exclusively to M. A. teaching in the University, looked for some security of tenure of office, but under the regulations a University lecturer could be appointed for a term of two years only. In the circumstances the University fell back on the device of appointing assistant professors under section 3, chapter IX of the regulations. Such officers could be appointed for such period as the Senate might in each individual case determine. With the growth of the system it was also found necessary to employ the University professors to supervise the work done by the lecturers in their respective departments.

The entire agency for M. A. and M. Sc. teaching in the University as apart from its affiliated colleges for the period from 1908 to 1917 may be summarised as follows :—

(*a*) University professors—whole-time officers of the University appointed for a fixed term.

(*b*) University assistant professors—whole-time officers of the University appointed for a fixed term.

(*c*) University lecturers, viz. :—(1) some whole-time officers appointed for two years, (2) some part-time officers, generally professors in local colleges, appointed and re-appointed for terms of two years.

The position at the beginning of the academic session 1916-17 was that there were 326 M. A. and M. Sc. students in the Presidency College, 23 in the Scottish Churches College, and 1,258 in the University classes. The University classes were under no system of real organisation or control. While as regards the staffs of the affiliated colleges only those teachers who were employed in the colleges in the actual teaching of M. A. or M. Sc. classes had any share whatever in or influence over the post-graduate work.

Towards the end of 1916 a committee constituted as in the margin was appointed by the Government of India. The Committee submitted their report in December 1916 and as the result of their recommendations there has been substituted for Chapter XI of the regulations as it used to stand a revised chapter which provides a special organisation for post-graduate teaching in Calcutta. Under this organisation the post-graduate teaching in Calcutta is now done only in the name and under the control of the University and for this purpose two Councils have been constituted, namely, the Council of Post-Graduate Teaching in Arts and the Council for Post-Graduate Teaching in Science.

The Hon'ble Justice Sir Ashutosh Mukerji.
Hon'ble Mr. W. W. Hornell.
Dr H. H. Hayden.
Mr. G. Anderson.
Professor Brojendranath Seal.
Rev. Dr. Howells.
Professor P. C. Ray.
Professor C. J. Hamilton.
Mr. W. C. Wordsworth.

The revised chapter XI states that the staff for post-graduate teaching in Calcutta shall consist of—

(*a*) teachers appointed and paid by the University ;

(*b*) teachers whose services are on the application of the University lent from time to time by the local or Imperial Government or by private institutions and who, during the time they work under the University, are university officers ;

(*c*) teachers in colleges whose attainments specially qualify them for post-graduate instruction and undertake at the request of the University for a remuneration decided on by it to deliver courses of lectures on selected topics ;

(*d*) persons engaged in other than educational work who undertake at the request of the University for a remuneration decided on by it to deal with special subjects in which they are authorities.

It may also be noticed that under the new system students who desire to obtain instruction in the M. A. and M. Sc. courses must be registered in the Senate House as University students but that such students may attach themselves to the colleges from which they graduated or where this is not possible to some other college in the city. The applications of students who desire to attach themselves to a particular college have to be forwarded to the University by the head of the college concerned. Students who do not attach themselves to a college must apply direct to the University which is supposed to satisfy itself that such students are residing under proper conditions.

41. **M. A. and M. Sc. Classes at Dacca.**—The Dacca College is affiliated up to the M. A. standard in English only, but there are University lecturers in history, economics, physics and chemistry.

There are 115 students studying the M. A. and M. Sc. courses in the Dacca College.

42. **Affiliated institutions.**—The affiliated colleges are of different kinds, but the arts colleges in the Presidency of Bengal may be taken as typical. The Bengal colleges number 33 and are classified as follows with reference to management. The total number of pupils educated, the total

cost per pupil and the number of students per teacher are given against each head of management.

——	Number of arts colleges.	Number of students.	Cost per student per annum.	Number of students per teacher.
			Rs A. P.	
Government	8	3,662	231 1 1	19·1
Municipal	1	160	113 11 5	16
Privately managed, aided ...	13	5,973	90 7 8	29·4
Privately managed, unaided ...	11	8,683	55 9 0	40·2
Total ...	33	18,478	102 2 9	29·8

43. **Examinations.**—The following table shows the results of the University arts and science examinations for the past six years :—

Years.	Intermediate in Arts.			Intermediate in Science.			Bachelor of Arts.			Bachelor of Science.			Master of Arts.			Master of Science.		
	Candidates appeared.	Candidates passed.	Percentage of success.	Candidates appeared.	Candidates passed.	Percentage of success.	Candidates appeared.	Candidates passed.	Percentage of success.	Candidates appeared.	Candidates passed.	Percentage of success.	Candidates appeared.	Candidates passed.	Percentage of success.	Candidates appeared.	Candidates passed.	Percentage of success.
1911-12	4,108	1,995	48·5	1,113	554	49·8	1,265	758	59·9	284	168	59·1	261	153	58·6	56	35	62·5
1912-13	4,430	2,124	47·9	1,073	728	67·8	1,948	1,217	62·4	406	266	65·5	276	165	59·7	56	35	62·5
1913-14	5,246	2,233	42·5	969	597	61·6	2,602	1,293	49·8	425	231	54·3	406	219	53·9	81	47	58·0
1914-15	5,871	2,952	50·2	1,035	612	59·1	3,006	1,428	47·5	493	241	48·8	523	317	60·6	94	55	58·5
1915-16	5,994	2,739	45·7	1,315	694	52·7	3,338	1,728	51·7	528	366	69·3	591	252	42·6	127	57	46·1
1916-17	6,575	3,031	46·1	1,571	848	53·9	3,839	1,895	57·1	487	304	62·4	655	309	47·1	165	88	53·3

The Dacca University Scheme.

44. This scheme was drafted by a committee constituted under the Government of Bengal Resolution of the 27th May 1912. The Bill for the incorporation of this University has not yet been introduced into the Legislative Council, but the final scheme has been approved by the Secretary of State.

Arts Colleges in the Bengal Presidency.

General Statistics.

45. **Number of Colleges.**—There has been no change in the number of Government or municipal colleges in the Bengal Presidency during the quinquennium, but the number of aided colleges increased from 10 to 13, while that of unaided colleges fell from 14 to 11. According to the returns the total number of arts colleges on 31st March 1912 was 33.

46. **Classification of colleges according to management.**—Of the 33 colleges shown in the returns for 1916-17, 8 were under Government management, 1 was under municipal management, 13 were aided and 11 unaided against 8; 1; 10 and 14, respectively, shown in the returns for 1911-12.

47. **Classification of colleges in the several divisions of the Presidency according to grades.**—Of the 33 colleges in the Presidency 23 were of the first grade and 10 of the second grade. Calcutta alone had 11 first grade and 3 second grade colleges. In the Burdwan division there were 7 colleges of which 3 were of the first grade and 4 of the second grade. Excluding those in Calcutta there were 4 colleges in the Presidency division,

of which 3 were of the first grade. In the Dacca division there were 4 colleges—all of the first grade. There were 2 colleges in each of the Chittagong and Rajshahi divisions and of these 1 was of the first grade and 1 of the second grade, respectively, in each of these divisions.

48. **Students.**—The total number of students on the rolls of all the colleges on 31st March of the last six years is given below :—

On the 31st March	1912	...	... 10,980 students.
Ditto	1913	...	... 12,896 ,,
Ditto	1914	...	... 14,746 ,,
Ditto	1915	...	... 15,921 ,,
Ditto	1916	...	... 17,226 ,,
Ditto	1917	...	... 18,478 ,,

The total number of students in arts colleges increased during the quinquennium under review by 7,498 or 68·3 per cent. It increased by 891 or 32·1 per cent. in Government colleges ; by 82 or 105·1 per cent. in the single municipal college ; by 2,651 or 79·8 per cent. in aided colleges and by 3,874 or 80·6 per cent. in unaided colleges. It is worth noting that during the year 1916-17 only 20 per cent. of the students were educated in Government colleges, while 80 per cent. were educated in private colleges. In 1911-12, 25 per cent. of the students were being educated in Government colleges.

49. **Students by communities.**—Of the total number of students on 31st March 1917, 16,255 were Hindus, 1,639 were Muhammadans, while 584 belonged to other communities. On 31st March 1912, the figures were 10,009 ; 810 and 161, respectively.

50. **Staff.**—On 31st March 1917, there were in all the arts colleges of the Presidency 620 professors, lecturers and demonstrators, etc., of whom 18 were returned as trained, and 62 were returned as not possessing University degrees. In 1911-12 the staff was represented by 456 professors, lecturers, etc.

There was an increase of staff all round and the average proportion of students to teachers was 29·8 to each teacher. Comparing the figures for 1916-17 with those of 1911-12 it is found that every teacher had 24 pupils on an average to teach five years ago. In spite of the fact that the staff was so considerably strengthened there has been no appreciable general improvement. In fact the improvements have been rendered practically nugatory by the increase in the number of students to be taught. The institution of a general tutorial system is still a pious hope and the proper supervision of students outside the actual college hours is out of the question. It is always the same cry "No money". Even more serious is the absence of any determination on the part of the public to face the problem.

Of the total number of 191 professors, lecturers, etc., in Government colleges, 26 were members of the Indian Educational Service, 90 of the Provincial Educational Service and 68 of the Subordinate Educational Service, while 7 held posts outside these services.

51. **Expenditure.**—The expenditure incurred on arts colleges during each of the last six years is shown below :—

	Rs.		Rs.
1911-12 ...	... 13,56,372	1914-15 ...	... 18,06,536
1912-13 ...	... 15,59,239	1915-16 ...	... 17,78,940
1913-14 ...	... 16,13,511	1916-17 ...	... 18,84,996

The total expenditure during the year 1916-17 was Rs. 18,84,996. Towards this expenditure Provincial revenues contributed Rs. 6,49,416 or 34·4 per cent., fees Rs. 10,71,061 or 56·8 per cent., and other sources Rs. 1,64,519 or 8·8 per cent. In 1911-12 the total expenditure was Rs. 13,56,372, of which Rs. 4,74,179 or 34·9 per cent. came from Provincial revenues, Rs. 6,46,481 or 47·7 per cent. from fees and Rs. 2,35,712 or 17·4 per cent. from other sources. From these figures it appears that during the quinquennium the expenditure from Provincial revenues increased by

Rs. 1,75,237 or by 36·9 per cent., that from fees by Rs. 424,580 or by 65·6 per cent., while the expenditure from other sources decreased by Rs. 71,193 or by 30·2 per cent. The total expenditure on arts colleges increased by Rs. 5,28,624 or by 38·9 per cent.

52. **Cost of Government colleges.**—The total expenditure on Government colleges for 1916-17 was Rs. 8,43,645, an increase of Rs. 1,90,517 over the figures for 1911-12. In 1916-17 Government spent Rs. 5,14,595 on these colleges, while Rs. 3,12,871 came from fees and Rs. 16,179 from other sources. The corresponding figures for 1911-12 were Rs. 3,99,308, Rs. 2,39,908 and Rs. 13,912, respectively. Thus the expenditure from Provincial revenues increased during the last five years by Rs. 1,15,287 or 28·9 per cent., that from fees by Rs. 72,963 or 30·4 per cent. and that from other sources by Rs. 2,267 or 16·3 per cent.

53. **Cost of aided colleges.**—The total expenditure on aided colleges for 1916-17 was Rs. 5,44,242, an increase of Rs. 2,01,557 over the figures for 1911-12. In 1916-17 Government contributed Rs. 1,26,973 to these colleges, while Rs. 3,03,242 came from fees and Rs. 1,14,027 from other sources. The corresponding figures for 1911-12 were Rs. 71,850, Rs. 1,59,572 and Rs. 1,11,263, respectively. Thus the expenditure from Provincial revenues increased during the last five years by Rs. 55,123 or 76·7 per cent., that from fees by Rs. 1,43,670 or 90·0 per cent. and that from other sources by Rs. 2,764 or 2·4 per cent.

54. **Cost of unaided colleges.**—The total expenditure on unaided colleges in 1916-17 aggregated Rs. 4,79,369 against Rs. 3,53,839 in 1911-12. In other words, the expenditure on these colleges increased during the quinquennium by Rs. 1,25,530 or 35·4 per cent. Towards the total expenditure for 1916-17 fees contributed Rs. 4,45,246 and other sources Rs. 34,123. The corresponding figures for 1911-12 were Rs. 2,44,801 and Rs. 1,09,038. Thus the expenditure from fees increased during the quinquennium by Rs. 2,00,445 or 81·8 per cent., while that from other sources decreased by Rs. 74,915 or 68·7 per cent.

55. **Buildings and equipment.**—The cost on buildings and equipment of colleges according to management for the last year of the quinquennium under revew is shown in the following table :—

1916-17.	Provincial revenues.	Municipal funds.	Private sources.	Total.
	Rs.	Rs.	Rs.	Rs.
Government	3,312	...	1,864	5,176
Municipal	6,602	657	5,726	12,985
Aided	72,013	...	1,28,189	2,00,202
Unaided	7,996	...	75,866	83,862
Total ...	89,923	657	2,11,645	3,02,225

The figures shown above against Government colleges represent the amounts spent departmentally on equipment only. They do not include the sums spent directly by the Public Works Department.

In recent years some colleges have built up adequate scientific laboratories and libraries. In the earlier years of the quinquennium large grants for apparatus and libraries were given to Government and selected private colleges. It is reported that the laboratories in some cases are still below the mark. The libraries of many colleges require overhauling.

56. **Cost of educating a student.**—The average annual cost of educating a student in a Government college in 1916-17 was Rs. 231. In an aided college it was Rs. 91, whereas in an unaided institution it was Rs. 56. The corresponding figures for 1911-12 were Rs. 250, Rs. 104 and Rs. 76, respectively. The Government share of educating each student in 1916-17 was Rs. 140 in Government colleges, Rs. 21 in aided colleges against Rs. 152 and Rs. 21, respectively, in 1911-12. The average annual cost of educating a

student in the Presidency College in 1916-17 was Rs. 343, while the annual average cost of educating a student in a *mufassal* Government college was for the same year Rs. 180. The minimum annual cost of educating a student in a private college was Rs. 25, the maximum cost was Rs. 207. The corresponding figures for Government colleges in 1911-12 were Rs. 304 and Rs. 167, respectively. There are some private colleges which maintain a standard of efficiency which is quite equal to that of any Government college.

Governing bodies.

57. There is no one type of constitution. Even in the case of Government colleges there were changes in the earlier and the later parts of the quinquennium. For example, the arrangement that prevailed in the Presidency College from 1910 to 1913 was modified for three years and subsequently reverted to. The Principal of the Rajshahi College complains that the governing body is a mere advisory council, while the Principal of the Hooghly College describes the governing body as meeting at frequent but irregular intervals to discuss and settle the smaller matters of college business.

Certain powers were, during the quinquennium, delegated to the governing bodies of Government colleges. It is hoped that with a certain measure of control these bodies will prove themselves useful. There are, however, difficulties. Theoretically the greater the local interest and control the better. Actually and in particular as regards all matters connected with appointments the central office is bound, seeing that all the colleges are staffed by members of the graded educational service, to scrutinise each proposal in the light of the interests of the services as a whole. Then again it is very undesirable to derogate from the position of the principal in the matter of college discipline, as would be done if all serious punishments were not placed in his hands but in the hands of the governing body. The principals of Government colleges have pointed out that they should have the power of suspending and expelling any student without previous reference to the governing bodies. According to the latest rules of Government this power is placed not in the hands of the principal, but in the hands of the governing body, whereas under rule 33 of Chapter XXIII of the Regulations for Calcutta University a principal may for the breach of college discipline (1) suspend a student for one month, (2) rusticate a student for any period exceeding one month and not exceeding the remainder of the academical year, (3) expel a student. This matter is under consideration. In spite of these difficulties there are great possibilities for good in the system of governing bodies for Government colleges and I have to acknowledge with gratitude the assistance which these bodies have proved. A non-official element has now been added to all these bodies.

Scholarships.

58. **A new and uniform scheme.**—The system of scholarships which was in vogue in East Bengal differed slightly from the system in vogue in West Bengal. During the quinquennium the systems have been unified and a new scheme has been sanctioned by Government. The main feature of this scheme is the addition to the list of scholarships of the Mohsin fund stipends which were created in the latter part of the quinquennium under review out of the funds set free by the transfer to Provincial funds of the cost of the Dacca, Chittagong, Hooghly and Rajshahi Madrassahs which were previously maintained from the Mohsin fund. The cost on account of general scholarships has not been affected under the scheme. In certain cases, however, the number and value of these scholarships have been increased or decreased in order to meet the requirements of the Presidency as a whole.

59. **Total expenditure on scholarships during 1916-17.**—According to returns, the total expenditure on scholarships held in arts colleges amounted, during the year 1916-17, to Rs. 1,48,393 of which Rs. 1,10,217 came from Provincial revenues. In 1911-12 the amounts were Rs. 1,28,695 and Rs. 1,06,489, respectively.

Grants to private colleges.

60. **Grants paid from Provincial revenues.**—For the year 1916-17 the Government of Bengal allotted about a *lakh* of rupees for the maintenance of private colleges. The following table shows the amounts allotted by the Government of Bengal in each of the four previous years, under review for this purpose :—

	Rs.
1912-13	85,780
1913-14	98,980
1914-15	103,480
1915-16	95,958

61. **Grants from Imperial allotments.**—The figures quoted above do not include the amounts allotted from Imperial grants which are noted below :—

	Rs.
1912-13	...
1913-14	17,400
1914-15	42,200
1915-16	58,994
1916-17	59,894

In addition to the special Imperial grants detailed above the Government of India annually allot a sum of Rs. 1,29,000 for the improvement of the buildings and equipment of the private colleges. The grant is distributed by Government on the basis of the recommendations of the Syndicate of the Calcutta University who appoint a special sub-committee to consider the distribution of the grant.

The Presidency College.

62. **Control and organisation.**—The college council has worked satisfactorily during the period. The value of its work lies in the fact that it enables the Principal to keep in close touch with every department. The Principal's duties have been considerably lightened by the creation in 1916 of two special appointments, viz., a bursar and a dean carrying allowances of Rs. 150 and Rs. 100 a month to be held by professors on the staff.

63. **Numbers.**—The number of students on the rolls of the College on 31st March of last six years was as follows :—

1912	... 973	1915	... 937
1913	... 902	1916	... 975
1914	... 923	1917	... 953

64. **Staff.**—On 31st March 1917 the staff consisted of a principal, 7 professors of English, 4 professors of philosophy and logic, 4 professors of history, 3 professors of political economy and political philosophy, 2 professors of Sanskrit, Pali and Bengali, 1 professor of Arabic and Persian, 3 professors of physics, 2 professors of chemistry, 5 professors of mathematics and astronomy, 2 professors of physiology, 2 professors of botany, in all 35 professors, 3 lecturers, 10 demonstrators, 10 assistants to professors and a gymnastic instructor.

65. **Affiliation.**—The College secured affiliation up to the M. A. stage in philosophy with certain special subjects and up to the M. Sc. stage in physiology in 1914 and in botany in 1916. At the close of the quinquennium it was still unaffiliated to the M. A. stage in pure mathematics ; also in Pali, Sanskrit, Arabic and Persian. As the result of the Calcutta post-graduate scheme which was sanctioned after the close of the quinquennium the college now retains no affiliation beyond the B. A. and B. Sc. stage.

66. **Examinations.**—During the quinquennium under review 393 students were sent up for the I. A. examination of whom 290 or 73·7 per cent. passed. At the I. Sc. examination 368 candidates appeared and of these

293 or 79·6 per cent. were successful. At the B. A. examination 454 candidates appeared of whom 321 or 70·7 per cent. were successful. Four hundred and eighty-eight candidates appeared at the B. Sc. examination and of these 324 or 66·4 per cent. passed. At the M. A. examination 407 candidates appeared of whom 258 or 63·3 per cent. passed and at the M. Sc. examination 208 candidates appeared and of these 135 or 64·9 per cent. were successful.

67. **Residence.**—The governing body has recently ruled that Presidency College students shall no longer reside in unattached messes.

68. **Athletics.**—During the quinquennium the athletic record of the College has not been satisfactory. The students won some trophies, but failed to win many. At all times a few have been interested in athletics to the extent of taking part. The College has played football, cricket, hockey and tennis. It is hoped in the near future to make arrangements for the encouragement of swimming and running, hitherto almost neglected.

69. **Discipline.**—Discipline generally was good until 1913, when there were signs of the want of the best kind of loyalty, and one or two serious lapses into indiscipline. In 1914 the general discipline appeared to show a marked improvement on 1913, and the outbreak of war evoked much that was good in the College. By contrast, indiscipline then took on a definitely political form; there were arrests and hostel searches, not always submitted to in the proper spirit. In 1915 there was a difficult state of affairs, culminating early in 1916 in open defiance of authority which led to the temporary closing of the College and the Eden Hindu hostel. The following session the general conduct of the College was more satisfactory, but a large number of students were arrested at different times for political reasons, and the Eden Hindu hostel was subjected to one extensive search and several on a smaller scale.

The Students' Consultative Committee which was instituted in 1913 to bring the Principal into closer touch with the opinions and wants of the general body of students played an unworthy part in the troubles of 1916, and has been discontinued; its early promise of usefulness was not fulfilled. It is regrettable that the first attempt at a students' constitution has failed.

The Dacca College.

70. **General remarks.**—The Dacca College has now reached the limit of possible expansion in so far as numbers are concerned, and Mr. Archbold thinks that Government ought seriously to consider whether the time has not yet arrived at which some decision should be taken as to the future development of the institution.

71. **Numbers.**—There were 892 students on the rolls of the College on 31st March 1917 against 675 on 31st March 1912.

72. **Expenditure and cost per head of students.**—The total expenditure of the College in 1916-17 was Rs. 2,03,768, of which Rs. 1,35,308 came from Provincial revenues and Rs. 68,460 from fees. The total cost of educating a student was Rs. 232 towards which Government contributed Rs. 154.

73. **Staff.**—In 1916-17 the teaching staff of the College consisted of a principal and 9 professors in the Indian Educational Service, 16 professors in the Provincial Educational Service, 6 lecturers, 4 demonstrators and 2 lecture assistants in the Subordinate Educational Service and one gymnastic instructor.

74. **Affiliation.**—The College is affiliated up to the M. A. standard in English only, but there are arrangements for teaching history, economics, physics and chemistry also up to the M. A. and M. Sc. standards.

75. **Examinations.**—During the quinquennium under review 775 candidates were sent up for the I. A. examination and of these 391 or 50·4 per cent. passed. Two hundred and twenty seven students appeared at the I. Sc. examination, of whom 163 or 71·8 per cent. were successful. At the B. A. examination there were 766 candidates and of these 393 or 51·3 per cent. passed. One hundred and sixty-three students appeared at the B. Sc. examination and 111 or 68·1 per cent. passed. At the M. A. examination there were 58 candidates of whom 26 or 44·8 per cent. passed. Six appeared at the M. Sc. examination and 3 or 50 per cent. passed.

76. **Synopsis of main events.**—During the past five years there has been very considerable growth in the various departments of the College, but an inevitable check has been given by the outbreak of the war; 5 members of the college staff in the Indian Educational Service have left it to join military service. The difficulty under which the College is at present labouring is largely the result of uncertainty as to the immediate future in connexion with the establishment of the Dacca University.

The Rajshahi College.

77. **Numbers.**—There were 785 students on the rolls of the College on 31st March 1917, as against 522 on the same date in 1912.

78. **Expenditure.**—The total cost of the College during 1916-17 was Rs. 90,052 against Rs. 69,246 in 1911-12. The cost was defrayed as follows :—

	1916-17.	1911-12.
	Rs.	Rs.
From Provincial revenues	40,949	33,649
„ fees	38,875	24,786
„ other sources	10,228	10,811

The total annual cost of educating each student was Rs. 119 and of this Rs. 54 came from Provincial revenues.

79. **Staff.**—At the end of the quinquennium the staff consisted of a principal, 13 professors, 9 lecturers, 3 demonstrators and 1 laboratory assistant.

80. **Affiliation.**—The College is affiliated up to the B. A. and B. Sc. standards.

81. **Examinations.**—One-hundred and eighty-four candidates appeared at the I. A. examination of 1916. Of these 29 passed in the first division, 52 in the second division and 30 in the third division. Of the 46 candidates who appeared in the I. Sc. examination, 15 passed in the first division, 17 in the second division and 2 in the third division. Of the 139 candidates who appeared in the B. A. examination 80 passed, including 6 with honours and 6 with distinction. Thirty-nine candidates appeared in the B. Sc. examination and of these 28 passed, including 8 with honours and 10 with distinction.

82. **Improvements.**—Owing to increase in affiliation and to increase in the numerical strength of the College 2 professors in history, 1 lecturer in economics, 1 lecturer in Sanskrit and Bengali and 1 lecturer in English were added to the staff.

The new physical laboratory the construction of which was sanctioned in the previous quinquennium was completed at a cost of Rs. 56,503. A piece of land measuring 24 bighas was acquired for new hostels.

The Chittagong College.

83. **Introductory.**—The last ten years have seen remarkable changes in the Chittagong College. The quinquennium 1907-08 to 1911-12 saw its rise from a second grade to a first grade college and large improvements in buildings and in staff. During the quinquennium under review its position as a first grade college has been established.

84. **Numbers.**—The number of students on 31st March 1912 was 136. On the same date in 1917 it was 275.

85. **Expenditure.**—There has been no marked increase in direct expenditure from Provincial revenues. It has risen from Rs. 34,493 in 1911-12 to Rs. 37,949 in 1916-17.

86. **Affiliation.**—During the quinquennium the College has obtained affiliation in honours in mathematics to the B. A. and B. Sc. standards and in physics and chemistry to the B.A. and B. Sc. pass standards.

87. **Staff.**—The staff consists of a principal in the Indian Educational Service, 8 professors in the Provincial Service, 5 lecturers, 2 demonstrators

and 1 assistant to the chemical laboratory in the Subordinate Service and a gymnastic instructor.

88. **Examinations.**—During the quinquennium under review 194 candidates were sent up for the intermediate examination in arts and of these 142 or 73·2 per cent. passed. Seventy students appeared at the intermediate examination in science of whom 64 or 91·4 per cent. were successful. At the B. A. examination there were 137 candidates and of these 91 or 66·4 per cent. passed. Seventeen students appeared at the B. Sc. examination and 12 or 70·5 per cent. passed.

89. **Games.**—The College is without a playing field of its own. The *parade* ground is shared by the College with other local clubs. In consequence the number of students who play football, cricket and hockey regularly is small. The rest content themselves with attending the gymnasium, where compulsory classes are held and various games are played.

The Hooghly College.

90. **Numbers.**—The number of students on the rolls on 31st March 1917 was 230, including 22 Muhammadans, as against 183 including 15 Muhammadans on 31st March 1912.

91. **Staff.**—The staff at present consists of a principal in the Indian Educational Service, 7 professors in the Provincial Educational Service, 4 lecturers, 2 demonstrators, 2 laboratory assistants and 1 gymnastic master.

92. **Expenditure.**—The total cost of the College for 1916-17 was Rs. 48,854 and the cost to Government was Rs. 31,301, the balance being met from fees. The total annual cost per student was Rs. 216. of which Government paid Rs. 138. The corresponding figures for 1911-12 were Rs. 39,946, Rs. 26,851, Rs. 256 and Rs. 172, respectively.

93. **Affiliation.**—The College was affiliated up to the B. A. and B. Sc. pass standards in physics and chemistry and up to the B. Sc. honours standard in mathematics with effect from June 1913.

94. **Examinations.**—During the quinquennium 223 students were presented at the intermediate examination in arts, and 134 or 60·0 per cent. passed. One hundred and twenty-one students appeared at the intermediate examination in science, and 82 or 67·7 per cent. passed. During the same period 117 students were sent up for the B. A. examination and 78 or 66·6 per cent. passed; 18 students appeared at the B. Sc. examination and of these 13 or 72·2 per cent. passed.

95. **Athletic club.**—Although every student of the College is a member of the athletic club, the number of students who actually play the usual games—football, hockey and cricket—is small. This is owing to the fact that only a small proportion of them, that is, only those who reside in the hostels, get any opportunity of playing them regularly. The Principal reports that the want of a ground is keenly felt, as the College has no play-ground of its own.

The Krishnagar College.

96. **Numbers.**—On 31st March 1917, the number of students on the rolls of the College was 211, including 9 Muhammadans, as against 143, including 1 Muhammadan on 31st March 1912.

The Principal explains that though the population of Nadia is preponderatingly Muhammadan, the smallness of the Muhammadan students is due to the general backwardness of the community and to the lack of affiliation in Persian. This lack has been made good since the close of the period under review.

97. **Staff.**—The staff consists of a principal, 7 professors, 1 lecturer, 1 part-time lecturer, 2 lecturer-demonstrators, 2 laboratory assistants and 1 gymnastic master.

98. **Affiliation.**—The college is affiliated—

For the degree examinations in English, Bengali, mathematics, physics, chemistry and history and Sanskrit (pass and honours).

For the intermediate arts and science examinations in English, Bengali, history, logic, mathematics, Sanskrit, physics and chemistry.

99. **Examinations.**—The results of the university examinations for the five years of the quinquennium are as follows :—

B. A.—75 appeared and 48 passed 1 with first class and 5 with second class honours.

B. Sc.—44 appeared and 27 passed, 3 with distinction.

I. A.—246 appeared and 144 pased.

I. Sc.—70 appeared and 41 passed.

100. **The development of the College.**—The College has for many years been in a state of unstable equilibrium. Until Government definitely pledged itself to its continuation, it was practically stationary. The number of students was small, largely owing to the restricted extent of the affiliated subjects. In the year 1916-17 the first step in the improvement of the College was taken by the appointment of an Indian Educational Service officer as Principal. Recently the governing body drew up a comprehensive scheme for the development of the College. The abnormal financial conditions brought about by the war make early realisation of the scheme impossible, but the governing body hopes that the people of Nadia will themselves contribute towards the realisation of the scheme.

The Sanskrit College.

101. **Numbers.**—The number of students in the English department which on 31st March 1912 was 99, stood at 238 on the same date in 1917. The Principal states that the maximum number that can be accommodated in the College as a whole has been reached.

102. **Expenditure.**—The total cost of the English department for 1916-17 was Rs. 26,004 against Rs. 29,340 for 1911-12. In 1916-17 the cost to Government was Rs. 12,999, the balance of Rs. 13,005 being made up of fees. In 1911-12 the corresponding figures were Rs. 25,695 and Rs. 3,645 respectively. The total cost of educating each student in 1916-17 was Rs. 105 and the cost to Government Rs. 53.

103. **Staff.**—The teaching staff of the English department consisted of a principal, 3 professors and 3 lecturers.

The figures shown in paragraph 144 of Mr. Prothero's review included the staff of the oriental department.

104. **Affiliation.**—The College is affiliated up to the I. A. standard in English, logic, Sanskrit, vernacular composition, mathematics and history; and up to the B. A. standard in English (pass), vernacular composition, philosophy (pass), history (pass) and Sanskrit (pass and honours). The students taking up honours in philosophy and history are allowed to attend lectures on those subjects in the Presidency College without any extra charge.

105. **Examinations.**—During the quinquennium under review the number of candidates presented to the I. A. examination was 260 and the number of those who passed it was 109. At the B. A. examination 212 candidates appeared and 124 passed.

106. **Library.**—The college library contains 3,766 rare Sanskrit manuscripts and 13,230 printed books. The annual grant for the library is Rs. 900. The Principal reports that the library is a unique feature of the College and that visitors from various parts of India, Europe and even America come for the special purpose of consulting its rare Sanskrit manuscripts. He regrets that want of space stands in the way of its expansion, and at present there is no room in the library where students and professors may read.

107. **The college building.**—The accommodation at the disposal of the Sanskrit College is inadequate and bad—the Sanskrit Collegiate School is housed on the ground-floor of the Sanskrit College building. The question of effecting any real improvement is one of considerable difficulty. The building is one of a line of old buildings, extending along the whole of the north side of College Square and accommodating the Hindu School, the Sanskrit College, and the Sanskrit Collegiate School. A certain tradition attaches to these buildings, but they are not adequate to present requirements. It is difficult to alter or add to them as they are. What is wanted is a complete scheme dealing with the whole position. This will require very careful

consideration and will involve considerable expenditure. As things are now it is particularly distressing to see the magnificent Sanskrit College library so badly housed.

The Scottish Churches College, Calcutta.

108. **Numbers.**—The College had 1,139 students on its rolls on 31st March 1917 as against 1,116 on 31st March 1912.

109. **Expenditure.**—The total cost of the College for 1916-17 was Rs. 1,56,259 and was made up of Rs. 24,000 received from Government and Rs. 1,32,259 realised from fees, subscriptions, endowments, etc. The total expenditure during 1911-12 was Rs. 2,03,378, of which Rs. 33,026 came from Government. The total cost of educating each student in 1916-17 was Rs. 140 against Rs. 84 in 1911-12.

110. **Staff.**—The staff consists of a principal and 28 professors and lecturers, etc.

111. **Affiliation.**—The College is affiliated to the University up to the B. A. pass and honours in English, mathematics, Sanskrit, vernacular composition, history, philosophy, political economy and political philosophy and B. Sc. pass and honours in physics, chemistry and mathematics. It was also, until the introduction of the present post-graduate scheme, affiliated up to the M. A. standard in philosophy and the M. Sc. standard in pure mathematics, although as explained in paragraph 40 no class had been formed in mathematics for some years.

112. **Examinations.**—During the quinquennium 859 candidates appeared at the I. A. examination; of these 559 or 65 per cent. were successful; at the I. Sc. examination 468 candidates appeared, of whom 416 or 88·8 per cent. passed. At the B. A. examination 1,019 candidates appeared, of whom 696 or 68·3 per cent. passed. Two hundred and eighty-nine candidates appeared at the B. Sc. examination and of these 202 or 69·8 per cent. passed.

113. **Residence of students.**—There are five hostels attached to the College in which 223 students reside.

St. Xavier's College, Calcutta.

114. **Numbers.**—During the period under review there has been a steady increase in the number of students. On 31st March 1917, there were 598 students on the rolls of the College against 305 on 31st March 1912.

115. **Expenditure.**—The total expenditure during 1916-17 amounted to Rs. 53,080, of which Rs. 12,600 was met from Provincial revenues, Rs. 38,127 from fees and Rs. 2,353 from other sources. During 1911-12 the total expenditure was Rs. 33,960, of which Rs. 5,400 came from Provincial revenues, Rs. 17,483 from fees and Rs. 11,077 from other sources.

116. **Affiliation and staff.**—The College is affiliated up to the B. Sc. standard of the Calcutta University with honours in chemistry. It has on its staff a rector and prefect of studies, a prefect of the college, 18 professors, 6 demonstrators and 1 bursar.

117. **Accommodation.**—Owing to the large influx of students the school classes have been transferred to a new and separate building.

118. **Examinations.**—During the quinquennium 464 candidates appeared at the I. A. examination of whom 194 passed; 382 appeared at the I. Sc. examination of whom 217 passed. At the B. Sc. examination 187 candidates appeared and 123 passed.

St. Paul's Cathedral Mission College, Calcutta.

119. **Numbers.**—On 31st March 1917, there were 207 students on the rolls of the College against 41 on 31st March 1912.

120. **Expenditure.**—In 1916-17 the total expenditure of the College was Rs. 32,675 against Rs. 8,860 in 1911-12. To this Government contributed Rs. 6,000 and the balance was paid from fees and other sources. The College is in receipt of a monthly grant of Rs. 500. This grant was increased after the close of the quinquennium.

121. **Staff.**—The staff of the College consisted at the end of the quinquennium under review of a principal, 11 professors and 1 demonstrator.

122. **Affiliation.**—The College is affiliated up to the B. A. standard in English (honours), Bengali, Sanskrit, philosophy, history, (honours) and economics.

123. **Examinations.**—During the quinquennium under review 199 students were sent up for the intermediate examination in arts and of these 131 or 65·8 per cent. passed.

In 1916 and 1917, 65 candidates appeared at the B. A. examination of whom 41 or 63·07 per cent. passed.

124. **Accommodation.**—The college ground provides a field for football, cricket and hockey, three tennis courts, and badminton court. There are a gymnasium and an open swimming bath. The hostel buildings are excellent. This college represents a real attempt to have a small college which is largely residential.

Jagannath College, Dacca.

125. **Numbers.**—In the previous quinquennium the number on the rolls rose from 268 to 521. During the quinquennium under review it rose from 636 on 31st March 1913 to 821 on 31st March 1917. The number of Muhammadans on the rolls rose from 35 on 31st March 1913 to 54 on 31st March 1917, as against 12 rising to 24 in the previous quinquennium. The numbers in the B. A. classes rose from 138 on 31st March 1912 to 309 on 31st March 1917.

126. **Expenditure.**—The College is in receipt of a monthly grant of Rs. 1,000. The total cost of Rs. 46,427 for the College during 1916-17 was made up of Rs. 12,000 received from Provincial revenues and Rs. 34,427 realised from fees. The total cost of educating a student was Rs. 67.

127. **Staff.**—At the end of the quinquennium the staff consisted of a principal, 15 professors and 4 demonstrators.

128. **Affiliation.**—The College has obtained affiliation in the B. A. standard in English (honours), Sanskrit (honours), Persian, Bengali, Urdu, philosophy, mathematics, history and economics (the last conjointly with the Dacca College).

129. **Examinations.**—During the quinquennium under review 862 candidates appeared at the I. A. examination of whom 461 or 53·4 per cent. passed. At the I. Sc. examination 142 candidates appeared and of these 88 or 62 per cent. passed. Six hundred and sixty-eight candidates appeared at the B. A. examination of whom 332 or 49·7 per cent. were successful.

Some General Remarks.

130. **What is a University ?**—The London University Commissioners recently wrote that of course any educational institution might be called a University. They then quote Dr. Rashdall as having said in his "Universities of Europe in the Middle Ages" that "the name has got to be associated with education of the highest type; to degrade the name of a University is therefore to degrade our highest ideal."

131. **How can university teaching be described ?**—Here again I must borrow from the London University Commissioners' report. In the year 1910 a selected body of His Majesty's Inspectors of Schools reported on the work done by the Workers' Educational Association. Among its other activities this association used to arrange courses at certain universities in England for selected bodies of workers who had been studying various subjects in the classes arranged by the association in the leading industrial centres. In commenting on the work of these classes the Inspectors recorded the following description of university teaching :—

> "We may assume", they said, "that university teaching is teaching suited to adults; that is scientific, detached, impartial in character; that it aims not so much at filling the mind of the students with facts or theories as at calling forth his own individuality and stimulating him to mental effort; that it accustoms him to the critical study of the leading authorities with perhaps

> occasional reference to first-hand sources of information and that it implants in his mind a standard of thoroughness and gives him a sense of difficulty as well as the value of truth. The student so trained learns to distinguish between what may fairly be called matter of fact and what is certainly mere matter of opinion, between the white light and the coloured. He becomes accustomed to distinguish issues and to look at separate questions each on its own merits and with an eye to their bearing on some cherished theory. He learns to state fairly and even sympathetically the position of those to whose practical conclusions he is most stoutly opposed. He becomes able to examine a suggested idea and see what comes of it before accepting it or rejecting it. Finally without necessarily becoming an original student he gains an insight into the conditions under which original research is carried on. He is able to weigh evidence, to follow and criticise argument and put his own value on authorities."

This was the criterion applied by the Inspectors not to work done by whole-time students of a university but to work done during brief periods of recess snatched by artisans from their lives of toil.

132. **The Education Despatch of 1854.**—Now let us turn to the Education Despatch of 1854.

> "We have moreover always looked upon the encouragement of education as peculiarly important because calculated not only to produce a higher degree of intellectual fitness but to raise the moral character of those who partake of its advantages and so to supply you with servants to whose probity you may with increased confidence commit offices of trust in India, where the well-being of the people is so intimately connected with the truthfulness and ability of officers of every grade in all departments of the State.
>
> Nor, while the character of England is deeply concerned in the success of our efforts for the promotion of education, are her material interests altogether unaffected by the advance of European knowledge in India; this knowledge will teach the natives of India the marvellous results of the employment of labour and capital, rouse them to emulate us in the development of the vast resources of their country, guide them in their efforts and gradually but certainly confer upon them all the advantages which accompany the healthy increase of wealth and commerce; and at the same time secure to us a larger and more certain supply of many articles necessary for our manufactures and extensively consumed by all classes of our population as well as an almost inexhaustible demand for the produce of British labour."

A very reasonable programme! It included (1) social stability and acquiescence in reforms; (2) efficient Government servants; (3) the development of the productivity of the country; (4) the development of India's demand for imports.

The programme was, however, unfortunately a mixture of utterly opposed ideals in education—ideals which tend in practice to be completely contradictory of each other. And what of the universities which were to be established in accordance with this programme? Well, they were to take the London University as their model and encourage a regular and liberal course of education by conferring academical degrees as evidence of attainments in the different branches of art and science.

133. **Orientalists** *versus* **Anglicists.**—When the British power was established in India the indigenous social order was weak but not destroyed. There was an upper caste of "governors" in many respects incompetent and corrupt but a definite social order of distinct characteristics and attainment. It was to the interest of that order to maintain its position and to prevent any attempt by the lower orders at self-qualification for the functions of the upper classes. The interest of the "governors" was therefore to encourage a selective education for the upper orders according to which, though the test were nominally open, any outside competitor would be in fact heavily handicapped. Now the upper classes had behind them a tradition of oriental learning and a practical monopoly of the means of imparting it. Their interest was then to urge the claim of oriental learning and to oppose European learning and above all the study of the English language. This is the significance of the Orientalist *versus* Anglicist controversy.

At first the Orientalists had it all their own way. The Calcutta Madrassah (established in 1782) and the Benares Sanskrit College (established

in 1791) were to provide Government servants possessing a knowledge of Muhammadan and Hindu law and science; and their students were to be recruited from the upper classes. In 1813 the Court of Directors sanctioned one *lakh* of rupees "for the revival and improvement of literature and the encouragement of learned natives of India and for the introduction and promotion of a knowledge of the sciences of India." The question arose what "sciences", and the question was referred to the Court of Directors. They replied that the sciences to be taught were the oriental sciences "the systems of ethics contained in the Sanskrit language."

134. **Lord William Bentinck.**—Then came the missionaries and private persons, philanthropists who interested themselves in the education of the people—Ellerton, an indigo planter of Malda, Robert May, the missionary of Chinsurah, Carey, Marshman and Ward of Serampore, Captain Steward of the Church Missionary Society, and David Hare, the watch-maker of Calcutta. The demand to learn English became more insistent. In Calcutta, Anglo-Indian teachers—chief of whom was Henry Louis Vivian Derozio—and Bengalis who had learnt a little English set up private English schools and gave instruction in English in the homes of the more well-to-do. In 1818 the Calcutta School Society was established. In 1823 the General Committee of Public Instruction was constituted and instructed among other things to attend to "the introduction of useful knowledge including the sciences and arts of Europe." The Orientalists fought hard. The Committee of Public Instruction was split into two irreconcilable factions—one faction—the Orientalists—contended for the continuation of the old system of stipends tenable for 12 or 15 years to students of Sanskrit or Arabic and of a liberal expenditure of money on the publication of books in those languages, the other faction—the Anglicists—protested against the waste of any further money on lazy and stupid "school boys" of 30 and 35 years of age, or on printing Sanskrit and Arabic books which no one wanted or bought. The Court of Directors supported the Anglicists, but the Orientalists fought on. By 1834 there was a deadlock; the two factions of the committee being so evenly balanced that nothing could be passed. Then came Macaulay and the reference of the question at issue to the Supreme Government. In 1835 Lord William Bentinck's Government wrote :—

> His Lordship in Council is of opinion that the great object of the British Government ought to be the promotion of European literature and science amongst the natives of India and that all the funds appropriated for the purposes of education would be best employed in English education alone.

The triumph of the Anglicists was complete. The Supreme Government had decided that what funds were available should be expended on the education of the many in English and not on the education of the few in Sanskrit and Arabic.

135. **Lord Hardinge.**—On the 11th October 1844, Lord Hardinge issued a resolution.

> "The Governor-General", so ran the resolution, "having taken into consideration the existing state of education in Bengal, and being of opinion that it is highly desirable to afford it every reasonable encouragement of holding out to those, who have taken advantage of the opportunity of instruction afforded them, a fair prospect of employment in the public service, and thereby not only to reward individual merit, but also to enable them to profit as largely and as early as possible by the result of the measures adopted of late years for the instruction of the people as well as by the Government as by private individuals and societies, has resolved that in every possible case preference shall be given in the selection of candidates for public employment to those who have been educated in the institutions thus established and specially to those who have distinguished themselves therein by a more than ordinary degree of merit and attainment."

Appointments to the higher or lower services were to be made no longer by pure nomination from a limited class, but on the basis of educational qualification.

136. **Mr. Thomason.**—Critics were not wanting, but Indians generally hailed the resolution with delight. Mr. Thomason, the Lieutenant-Governor of the Upper Provinces, expressed the opinion that "habits of subordination, honesty, self-exertion are even of more importance to success in life than

mere talent and erudition" and that these useful qualities would be more likely to suffer than to gain by a system which would tend "to make every clever boy believe himself an especial protegé of the Government and rely for his future position more on the favours of others than on his own exertions."

137. **The Hardinge schools.**—Lord Hardinge had in 1845 directed the formation of village schools in the several districts of Bengal, Bihar and Cuttack "in which sound and useful elementary instruction may be imparted in the vernacular language." In 1848 it was reported—I have quoted this in the chapter on secondary education—that the fate of these vernacular schools must be regarded as sealed. In 1853 Dr. Mouat, the Secretary to the Bengal Council of Education, referred to the utter failure of the scheme of vernacular education.

138. **The selective lottery established.**—The die was cast; the selective lottery had been set up—though no one realised it. The despatch of 1854 completed the system of each Presidency, by enjoining the establishment of a university, a university which was not to be in itself a place of education, but an agency to test the value of education given elsewhere, an agency which was to label every student of ordinary ability who had profited to a reasonable extent by the curriculum of school and college study which he had passed through.

139. **The basis of society.**—Society is based upon specialisation and division of labour; division of labour is based on individual differences. Individual differences are of two kinds, hereditary and acquired; the former are general, the latter specific. The problem of efficiency is how to arrange things in such a way that the acquired difference may be based on the hereditary; to arrange for example that the man who has a special aptitude for fine manual work should do that work and should not become a clerk. As each generation passes away, a number of places are left vacant. Infants are born and it is they who will have to fill these vacancies, each of which requires special powers, special hereditary aptitude, special acquired adaptation. The problem is how to sort these new workers, how to distribute them among the vacancies in such a way that the acquired difference of each may be based upon his hereditary difference. The problem is not merely to promote those who should go up, but also to degrade those who should go down.

140. **The task of redistribution.**—The task of redistribution falls on education. In the performance of this task education cannot proceed by means of such a system of apprenticeship as would be applicable to a caste system of hereditary occupation. It would be impossible to select lawyers by taking a number of boys and giving them a long period of training in a legal atmosphere and finally subjecting them to a test which would separate the fit from the unfit. Such a process would leave a number of youths stranded; moreover, the unfavoured professions would probably fail to get any recruits at all. The only solution is then a series of tests, of examinations which tend to multiply. "A series of sieves shakes the youth of the country, until at last only a few shaken and worn remnants remain, those who have survived successive general preparatory tests, not one of these tests bearing any direct relation to the ultimate subject of study." The system is designed to pick out those intended for promotion to certain favoured professions; it is to find out and place in the positions of responsibility the best of each generation.

141. **Education as a selective agency.**—The question whether it does so or not would take me too far afield. The point with which I am concerned is the effect on colleges and schools of the use of education as a selective agency. Colleges and schools react on the community which uses them.

142. **A narrow curriculum.**—The first effect is to narrow the curriculum and to bring all subjects studied under the influence of examinations. I am not going into the much debated question how far examinations are an unmixed blessing; but no one can seriously question the general statement that even the average hardworking pupil studies what he is going to be examined in and nothing else. The literary course of an English Public School is innocent of science, in fact, if not in name. The scientific course of the English County secondary school may give a smattering of literature,

but it is a minor subject, a perfunctory task. Hence the phenomenon so common in modern life of the scientist who rather prides himself on his want of literary appreciation and the literary man who is rather tickled by his ignorance of science. And after all, what can an examination test? It can test knowledge, for knowledge is a more or less definite amount, which can be tested and expressed numerically. But a man's nature to-day does not equal his nature yesterday plus a few facts. To-day is one thing; yesterday was another, and to-morrow will be something else. A liberal education produces a man; it emphasises not knowledge not work, but growth. A technical education considers what a man can do; a liberal education considers what a man can be? What a man does can be tested by an examination; what a man is can only be tested by life.

143. **Mediaeval methods of study and examination.**—A book which has recently been published emphasises the fact that to the deductive methods of study which characterised the middle ages of Europe was largely due the educational system of those days. Certain credited authorities were implicitly relied on; a quotation from them proved the point. The bulk of argument consisted in deduction from generally acknowledged authorities. Study consisted in complete, verbal, quotable knowledge of those authors. The system of examination then in vogue was the disputation. The student was called upon to argue some point in the subject. His opponent took the opposite view. Now in argument of this kind the original authority is the powerful weapon. Hence came the verbal study of the book, for deep and full knowledge of the original was essential. Thus arose the mediæval method of study with its reliance on authority and its painfully minute investigation of authorities. Hence logical quibbles for arguments, showy rhetoric and little solid proof, thoroughness in a narrow range it is true, but still amazing thoroughness!

144. **The written examination and modern methods of study.**—The same author describes the effect of the written examination—an essential of the selective education system—upon modern methods of study. The examinee must know the whole of his subject, otherwise a question on some out-of-the-way topic might prove disastrous. Knowledge of originals is unnecessary, for a few well selected quotations will suffice to deceive the reader of the paper. A wide cram book is the best instrument of study; it covers the ground and is nowhere unnecessarily thorough. Could any one give an exposition of Akbar's policy in 20 minutes? Thorough knowledge is an actual handicap, for the more the examinee knows, the harder is it for him to select the essentials rapidly. Ignorance of detail can always be slurred over. An examiner cannot answer back. Hence arises a type of knowledge, wide, superficial, based not on originals but on text books. The difficulties are better known than the elements. There is nothing of which the examinee knows nothing—there is nothing of which he knows everything. Full knowledge is the knowledge which counts in life—the examinee should have nothing to do with it. His life study is the concealment of his own ignorance. If we complain nowadays of superficiality, of lack of good scholarship, of qualified ignoramuses and showy dilettantes, it is in the selective system of education that we must look for the cause.

145. **The law of minimum effort.**—For there is a law of minimum effort in the preparation for examination. A certain level must be obtained in certain subjects before a pass into a Public School can be obtained, a dentist's diploma, a doctor's degree or a place on the Civil Service list. The teacher may have special powers; the student special gifts; neither may use them. An English preparatory school may have a teacher with special gifts in French. He could raise the standard in the subject but it would not pay him to do so. The boys have only to pass in French; more than that gains no credit and it wastes time. The standard of examination in French depends on a thousand other schools. It is no use to be better than they are. The effect of the selective system is to produce a generally low standard, an effective minimum.

146. **The written examination and the teacher.**—But a teacher may not only have been trained to teach more. He may have learned to teach better. He may have learned, for example, to teach English or French orally, to

introduce practical work into the teaching of geography. Examinations take no cognisance of such improvements; they take up time and there is no return. Hence new methods which constitute general advances are discouraged. Trained teachers are not wanted; they are said to be "impractical." Of course they are, for the good teacher teaches too well for an examination, 90 per cent. of the candidates for which have been badly taught. The examination is adapted to the badly taught; by its very nature it favours bad teaching. The teacher's business is to drive into the boys certain facts, certain acts of dexterity reproducible in the examination. He is not asked to educate the boys; to influence the boys of his own initiative. His course is set for him; novelty of method is forbidden. A true teacher must teach his own course and teach it in his own way; if the course and method are expressive of the teacher himself, they will be real to his pupils. They cannot be so expressive under the selective system.

147. **The quality of the candidates determines the standard of the examination.**—Bengal would be spared a great deal of acrimonious and quite useless controversy, if it could only be generally realised that the standard of an examination always adapts itself in time to the standard of the majority of the candidates who appear at it. The more bad schools the lower will be the standard of the examination test to which they submit their candidates. The most "reactionary" Vice-Chancellor of an Indian University could not set himself to pluck year after year more than 50 per cent. of the candidates for the Matriculation examination. It is not fair that 50 per cent. should fail in one year and 80 per cent. in another. So 50 per cent. are plucked, where 75 per cent. should have been. The standard drops. More incompetents gain hope; more inefficient schools see a chance. The process is repeated, the standard drops again. Thus a multitude of inferior colleges and schools grow up, while the good institutions languish. Goodness beyond the standard of the examination is superfluous both in the school and in the boy.

148. **Lottery tickets for all.**—If the whole generation must be put through the sieve, so that the few may be selected for promotion in the social grading the number of colleges and schools must be very great, for every one must have his chance. It is a lottery for which the mere fact of being a citizen is the admission qualification. The lower classes want to rise; the upper classes want to maintain their position. The demand for education is a great and glorious thing. The citizens begin to feel that they are conferring a benefit on the State by accepting education. Why should they pay for what is accepted as a favour? The State gives the prize; the State is favoured by their entering for it; no one must be debarred by poverty from taking a ticket in the sweep stake.

149. **Cram.**—The difficulty is that a good school is a costly thing; a good college is even costlier. Few countries indeed can afford free secondary education and at the same time pay the price of good teachers. The demand of the parents is that their boys should pass the examinations. All cannot pass; therefore, the college or the school tends to sift its pupils early. The certain passes and the certain failures may be left alone. It is the doubtful pupils who get the energetic coaching. The selector, the State requiring servants, or the employer wanting employees, cannot bother about the quality of the school or college. The examination is the instrument designed to pick out the best student, they cannot go beyond that. An examination demands a certain type of teaching; but the better the teaching is, the more likely is it to conceal stupidity and make the mediocre student appear exceptional. Hence the more effective the teaching, the more it tends to frustrate the purpose of the examination. Hence the outcry against "cram." But "cram" is the direct result of the selective system. Kill the selective system and "cram" is dead. Leave it and neither training colleges nor better pay for teachers will touch "cram." The better the teacher, the better he will "cram."

150. **The selective idea in operation in India.**—These are some of the criticisms levelled against the use of education as a selective agency by many thoughtful men who never gave a moment's consideration to the special problems of education in India. They may be exaggerated. I have tried to

state one side of the case only but no one could deny to them at least a certain measure of cogency. But if this influence is a danger in England how much more so is it a danger in India. In England, before the selective idea began to operate, society was to some extent organised economically and otherwise. There was not the same enormous class of rent-receivers ; there was a great diversity of openings throughout the British Empire and not the same mania for certain professions and Government service. Moreover, there was a public school and university system long before education had ever been thought of as a selective agency. Oxford and Cambridge Universities had existed for centuries and for centuries the sons of the aristocracy and the landed gentry had spent some of their boyhood and youth at such schools as Eton and Winchester and at Oxford or Cambridge. But in India the universities were created to be part of the selective agency. The university is in fact a gigantic lottery in which more and more aspire annually to take a ticket. The tickets must be cheap, for Government would surely not wish to exclude all but the wealthy. We blame the Indian student for being a slave of examinations and we sometimes contrast him with the young man reading for "greats" at Oxford in the full flush of his first enthusiasm for philosophy. A much closer parallel would be the Indian University student and the struggling boy who is cramming at Clark's College, London, for the English Civil Service Second Division Examination. If we do not blame the latter for cramming for the examination instead of acquiring culture, we cannot reasonably criticize the former.

151. **'The coming University Commission by R. N. Gilchrist'—"The Calcutta Review," July 1917.**—A recent writer in the *Calcutta Review* has stated that the Calcutta University satisfies no one ; that it is universally distrusted by Indian and European alike ; that its system of education is condemned practically unanimously by all engaged in university teaching ; that its degrees rank in that select universe known as the university world as comparatively worthless ; that it is troublesome for its students, to its teachers, to the Government and to itself ; that it is an object of ridicule on the part of the press and the public—an organisation in fine so hopelessly awry that its reformation is a stupendous task for which a formal commission has had to be created.

One may grant all this and yet those Englishmen of the 19th century who fought for the system gave India of their best. It is easy to be wise after the event but as one rehearses the story, one feels that things could scarcely have been otherwise but that it is not fair to conclude that the results of the system of which the Calcutta University is the apex have been wholly bad. Good men have been produced under it and public life in Bengal has become at least vigorous. But much water has flowed under the Howrah Bridge since 1857 and other ideals are now stirring the minds of Indians and Englishmen alike. Every one who thinks seriously is discontented with Calcutta University as it now is and this is partly because his ideal is higher.

152. **The cultural aim has been swamped.**—What is then amiss ? I think that Mr. Gilchrist puts the matter in a nutshell in the article from which I have just quoted when he says that the cultural aim has been swamped by other aims chief among which is the utilitarian. Man must live but he cannot live by bread alone. The Indian student must be given a chance of being convinced with Robert Lewis Stevenson that "to be wholly devoted to some intellectual exercise is to have succeeded in life" and the educationist in India with the din of strife ever in his ears has got to try and remember that "to employ education for the formation of the soul for any purpose other than its own direct good is to pervert the uses of education."

153. **The neglect of school education.**—Mr. Gilchrist quotes figures to show that no less than 28 per cent. of the total public expenditure on primary schools, secondary schools and colleges is spent in Bengal on colleges. These figures indicate, he says, that far too much stress is laid on University education as compared with school education both primary and secondary. I have suggested elsewhere that the organisation of a sound system of secondary and primary schools is an indispensable condition of any further social or political progress in this Presidency. I will not follow

Mr. Gilchrist and others into the futility of trying to base a system of real University education on the foundation of the existing secondary schools. What I do want to suggest is that the universities are doing work which not only should but which could be done by schools and that so long as this is so, it will be impossible so to organise our university teaching that the university teacher will have a chance.

If work up to the Intermediate standard is and must be, according to present criteria and under existing conditions, school work, and this is generally admitted, then does it not follow that the schools should, if and when possible, undertake it. No one would lose by this ; on the contrary, every one would gain. I have shown in the chapter on secondary education how terribly wasteful the present system is. A secondary school should be the place where the ordinary boy is trained for the less responsible vocations of life or for further technical training. The university should be for the student ; for one who has the capacity to take away from his university courses that mysterious something—we must call it culture—which will colour his life's work. It may have been a great day for India when Lord Hardinge made educational qualifications the basis of appointment to State service, but she cannot acquiesce indefinitely in all her educational institutions being regarded "as mills for grinding out Government servants." In the article on the Round Table from which I have already quoted, it is stated that this is the supreme truth which is now being taught the world—"that which occupies the mind enters into conduct, just as that which is near the heart invades the intelligence and what enters into conduct fashions fate." Perhaps the greatest problem which now lies before India is to devise some means by which, while the general level of intelligence is raised, her best intellect may be educated to the level of its opportunities. The last is the function of the universities. We cannot plead that we do not know what a university is. If we contend that a university which works in the spirit of the definition formulated above is not yet possible in India, let us at least honestly avow this, for thus alone can we hope to elude to some extent the gravamen of Dr. Rashdall's charge, that in degrading the name of a university, we have degraded our highest ideal.

CHAPTER IV.

SECONDARY EDUCATION.

Schools.

154. **Number of schools.**—The total number of secondary schools returned as in existence on 31st March 1917 was 2,649 as against 2,224 at the close of the previous quinquennium. In other words secondary schools increased by 425 or by 19·1 per cent.

155. **The doom of the secondary vernacular school.**—The 2,649 institutions above quoted include 698 high schools, 1,602 middle English schools and 349 middle vernacular schools. On 31st March 1912 the number of schools of these three grades was 497; 1,213 and 514, respectively. The outstanding feature of these figures is that while the number of institutions in which English is taught has risen considerably, viz., high schools by 201 and middle English schools by 389, the number of schools working on a vernacular basis has decreased by 165. The secondary vernacular school is no longer in demand. A knowledge of English is now-a-days regarded as the first necessity of life. Even primary schools look forward to the inclusion of English in their curriculum. The doom of secondary vernacular school is in fact sealed. This is not a new development. In 1848 an official report stated that "in the observation of local officers and from experiments the fate of vernacular schools must be regarded as sealed." The increase in the number of high and middle English schools is not wholly due to the establishment of new institutions of these grades. It is due mainly to the raising of middle English schools to the high English school standard and of middle vernacular schools to the middle English school standard. In some cases middle vernacular schools have reverted to the primary standard or ceased to exist altogether.

156. **Proportion of aided to unaided schools.**—In 1916-17, 49·9 per cent. of the total number of English secondary schools were aided from public funds. In 1911-12 the number of aided high schools represented 40·04 per cent of the total number of high schools and in 1916-17 their percentage was 37·1. The fact that the proportion of unaided high schools is higher to-day than it was five years ago is significant.

157. **Schools according to management.**—The following statement shows the classification of schools according to management :—

	Under public management.	Under private management.
High schools	45	653
Middle English schools	48	1,554
Middle vernacular schools	46	303

Of the 45 high schools under public management 41 are under the direct management of Government, the remainder being under the control and management of municipalities. Similarly 5 out of the 48 middle English schools and 2 out of the 46 middle vernacular schools were Government institutions. The management of the rest was vested in district boards or municipalities.

The number of Government high schools increased during the period under review by 4. The increase is due to the separation of the Anglo-Persian departments of the Dacca and Chittagong Madrassahs and their establishment as separate high schools for Muhammadans, to the establishment of a special school at Hastings House, Alipore, Calcutta, and the provincialisation of the Jamalpore high English school, Mymensingh district.

158. **Number of English schools for boys per district in each division of the Presidency.**—The average number of English schools varies considerably in the different parts of the Presidency. The Dacca division heads the list with an average of 154 English schools per district; next comes the Presidency division (excluding Calcutta) with an average of 88·8; then

comes the Chittagong division with an average of 86·5 ; then the Burdwan division with an average of 77 ; and lastly the Rajshahi division with an average of 44·6. Calcutta has 75 English schools.

It is perhaps permissible on this point to quote the Bengal District Administration Committee.

"Two examples will illustrate the enormous differences which distinguish Bengal from the rest of Upper India and which stultify so many generalisations. The Madaripur subdivision of the remote rural district of Faridpur contains 15 private high schools, each with an attendance of about 400 boys. It further holds 19 private middle English schools. The Munshiganj subdivision of the Dacca district is even more richly endowed with private high schools. But in the whole of the United Provinces there are only 14 high and 15 middle English schools away from district headquarters. Five of the former and four of the latter are maintained by Government or local funds. The figures of attendance for all but two of the entire number are far below the average Bengal figures."

Pupils.

159. **Number of pupils.**—On 31st March 1917 the number of pupils attending secondary schools of all grades, *i.e.*, high English, middle English, and middle vernacular schools was 399,682 as against 300,319 at the end of the year 1911-12. The following table distributes the numbers in the three classes of schools :—

Years.		High English schools.	Middle English schools.	Middle vernacular schools.	Total.
1911-12	...	142,003	125,440	32,876	300,319
1916-17	...	218,070	160,359	21,253	399,682

The total increase during the last five years amounts to 99,363. The figures for high schools show an increase of 76,067 or 53·5 per cent. and those for middle English schools an increase of 34,919 or 27·8 per cent. The figures for middle vernacular schools show a decrease of 11,623 or 35·3 per cent.

160. **Average strength of a high school, a middle English school and a middle vernacular school.**—The following table represents the average strength of the various classes of secondary schools at the close of the last two quinquennia :—

Years.			High school.	Middle English school.	Middle vernacular school.
1916-17	...	...	312	100	61
1911-12	...	...	286	103	64

161. **Girls in boys' secondary schools.**—The total number of pupils in secondary schools for boys includes 320 girls. Of these one was reading in a high school, 188 were reading in middle English schools, and 131 were reading in middle vernacular schools.

162. **Pupils in different stages of instruction.**—The number of pupils in the high and middle stages of English secondary schools at the close of the period under review was 99,309 and 96,071 (including 2 girls), respectively, making a total of 195,378 boys and 2 girls. The figures for the preceding quinquennium were 55,880 boys in the high stage and 60,581 pupils (including 2 girls) in the middle stage with a total of 116,459 boys and 2 girls in the high and middle stages of English secondary schools.

There has also been a slight increase in the number of pupils in the secondary stage of instruction in vernacular schools, the number on 31st March 1917 being 3,917 against 3,875 registered on 31st March 1912.

163. **Significance of the increase of pupils in the secondary stage of vernacular schools.**—The fact that though the number of pupils in middle vernacular schools declined by 11,623 the number of pupils in the secondary stage of instruction in those schools increased by 42 seems to call for some explanation. I think that the explanation is to be found in a tendency which has attracted the attention of Mr. Dunn, Inspector of Schools, Presidency division. He points out that though there has been in his division a considerable rise in all the stages of instruction in secondary schools the rate of

increase is more marked in the primary stage of secondary schools than in primary schools. Parents prefer to send their children to secondary schools rather than to primary schools. It must be remembered that a good many of the middle vernacular schools teach English; in West Bengal they are in fact merely inferior middle English schools, masquerading as secondary vernacular schools.

164. **Comparison with census figures.**—On the basis of the figures collected at the last census for the Presidency of Bengal we find that at the end of the quinquennium one in every 119 of the male population was in the secondary stage of English secondary schools and one in every 5,965 of the male population was receiving instruction in the secondary stage of vernacular schools. The corresponding figures on the 31st March 1912 were one in every 200 and one in every 6,029, respectively.

Expenditure.

165. **Total expenditure on secondary schools according to sources.**—Of the total expenditure of Rs. 72,66,376 on secondary schools for boys in 1916-17, Rs. 9,46,890 was contributed from public funds and Rs. 63,19,486 from private funds. A comparison with the corresponding figures for 1911-12 reveals an increase in expenditure of Rs. 2,96,127 from public funds and of Rs. 26,62,761 from private funds. While in 1911-12 the proportion of expenditure from public funds to the total cost was 15·1 per cent., by 1916-17 it had declined to 13·0 per cent. Of the total cost of secondary schools for boys, 74·4 per cent. was met from fees; 3·3 per cent. from endowments and 9·3 per cent. from subscriptions and other sources.

166. **Expenditure on English secondary schools.**—The total expenditure on English secondary schools for boys amounted to Rs. 70,66,818 in 1916-17 against Rs. 40,60,391 in 1911-12. In other words the total expenditure increased by Rs. 30,06,427 or 74·4 per cent.

167. **Cost distributed between high and middle English schools.**—Turning again to the total expenditure of English secondary schools, viz., Rs. 70,66,818, it appears that the high schools accounted for Rs. 50,81,604 and the middle English schools for Rs. 19,85,214. The figures in 1911-12 were high schools Rs. 28,96,033, middle English schools Rs. 11,64,358.

168. **Cost of middle vernacular schools.**—The expenditure on middle vernacular schools fell from Rs. 2,47,097 in 1911-12 to Rs. 1,99,558 in 1916-17.

169. **Average cost of a secondary school.**—In 1916-17 a secondary English school cost Rs. 256 a month as against Rs. 198 in 1911-12, while a middle vernacular school was run at a monthly cost of Rs. 48 as against Rs. 40 in 1911-12.

The average cost of working an English secondary school has risen enormously during the last ten years. The cost of maintaining a middle vernacular school has similarly risen. The Inspector of Schools, Dacca division, ascribes this rise in the cost of a middle vernacular school to "the increase in the scale of staff and pay in some of the aided schools." The divisional report of Chittagong criticises the situation thus:—

"Vernacular education has become proportionately more expensive owing to the decrease in popularity. The same funds are being divided amongst less pupils."

170. **Annual cost of educating a boy in a secondary school.**—The following table exhibits the annual cost of educating a boy in secondary schools of different grades during the last year of the last two quinquennia:—

	1916-17.	1911-12.
	Rs.	Rs.
In a high school	24·7	22·6
„ middle English school	13·2	10·0
„ „ vernacular „	9·8	7·8

Grants-in-aid.

171. **System of grants-in-aid.**—During the quinquennium under review grants-in-aid were administered according to two sets of rules, viz., one set

for schools situated in the Presidency and Burdwan divisions and another for schools situated in the Dacca, Chittagong and Rajshahi divisions. The general principles underlying the two sets of rules were the same and the rules for East and West Bengal differed chiefly in points of procedure. The question of co-ordinating and also of revising the rules to suit present conditions was taken up during the quinquennium. A revised set of rules was drawn up by Mr. R. B. Steele, I.C.S., who was placed on special duty to co-ordinate and revise the rules and procedure obtaining in both parts of the Presidency. The draft rules have been for some time under the consideration of Government.

172. **Delegation of powers to inspectors of schools in respect of recurring grants-in-aid.**—The most important change which took place during the quinquennium under review was the delegation to inspectors of schools of authority to renew or revise existing recurring grants and to sanction new maintenance grants to schools in their jurisdiction—lump assignments being placed at their disposal for the purpose. The powers of inspectors in this matter are of course subject to the conditions prescribed in the grant-in-aid rules. The procedure whereby capital or non-recurring grants are sanctioned by Government remains unchanged.

173. **Inadequacy of funds for grants-in-aid to secondary schools.**—Notwithstanding the fact that the Government of India made special allotments of Rs. 2,26,000 and Rs. 1,50,000 for the improvement of secondary schools, the total sum available for grants-in-aid is woefully inadequate to the needs of the situation.

174. **Grants-in-aid in 1916-17.**—The total actual contributions from Provincial revenues including Imperial assignment in grants-in-aid to secondary schools for boys amounted during 1916-17 to Rs. 4,36,173. Of this the amount paid to high schools was Rs. 2,90,728, the amount paid to middle English schools was Rs. 1,09,430 and the amount paid to middle vernacular schools was Rs. 36,015.

175. **Contributions from district and municipal funds in 1916-17.**—The contributions from district and municipal funds amounted during the year to Rs. 2,21,683 and Rs. 21,909, respectively, and the amounts received by high, middle English and middle vernacular schools from these sources amounted to Rs. 5,041, Rs. 1,75,658, Rs. 40,984, Rs. 12,716, Rs. 9,001 and Rs. 192, respectively.

Curricula and Examinations.

176. **Curricula.**—Two entirely different sets of syllabuses have been in vogue throughout the quinquennium in the two parts of Bengal, viz., West Bengal comprising the Presidency and Burdwan divisions and East Bengal comprising the Dacca, Chittagong and Rajshahi divisions. The question of revising and unifying the curricula for all schools in the Presidency was considered during the period under review and certain decisions have been provisionally arrived at.

177. **Examinations.**—The matriculation examination of the Calcutta University and the middle and primary scholarship examinations constitute the public examinations in Bengal. The scholarship examinations are open only to a limited number of selected candidates and pupils who are not eligible to compete for scholarships undergo an examination *in situ* and on the basis of the results of such examinations are either promoted to the next stage or are granted certificates.

178. **The matriculation examination.**—The following table gives statistics of passes at the matriculation examination from schools in Bengal for the period 1912-13 to 1916-17 :—

Years.	No. of examinees.	No. passed.	Percentage of passes.
1912-13	6,802	4,977	73·2
1913-14	8,041	4,876	60·6
1914-15	8,895	5,511	61·9
1915-16	9,968	5,946	59·7
1916-17	11,421	8,349	73·1

Two attempts to hold this year's examination failed, as the questions were made public. The third and final examination was not held till July.

Inspecting officers are unanimous in condemning the influence of the matriculation examination on the work of the schools. "It is notorious," writes Dr. Chatterji, Inspector of Schools, Rajshahi division, "that the matriculation, as it is held now, is lowering the standard of education in high schools." The following extract from Mr. Dunn's report elaborates this contention :—

> It is felt throughout that the matriculation certificate is not a proper test of the intelligence and capacity of the candidates and still that less is it a test of the quality of the teaching given. This cheap certificate has had a very unwholesome effect on the quality of the teaching in high schools in general. The evils of the present system are so well known that it is almost unnecessary to comment upon them. Cram begins three years before the examination and vitiates the whole scheme of secondary educational work. Almost any other system would be preferable, provided our high schools were capable of working up to another and improved scheme of testing the final capacity of their pupils.

179. **Middle examinations.**—The number of institutions which presented candidates for the middle English examination in 1916-17 was 2,017 and the number of candidates presented was 33,481. Of these 25,551 were successful. For the middle vernacular examination of 1916-17, 314 schools sent up 1,792 candidates of whom 1,383 were declared to have passed. In 1911-12, 21,028 candidates were presented from 1,971 schools for the middle school examinations and of these 15,527 passed. The percentage of passes has thus risen from 73·8 in 1911-12 to 76·3 in 1916-17.

The *in situ* primary examination held at the end of standard VI is generally criticised and is popular with no section of the public.

There seems to be a consensus of opinion that the old public examination at the end of standard VI should be restored and it cannot be doubted that the efficiency of middle schools has been considerably affected by the abolition of a public examination at this stage.

Scholarships and free studentships.

180. **Scholarships.**—As stated in paragraph 58 the scholarship rules for East and West Bengal were co-ordinated and revised.

181. **Amount spent in scholarships.**—During the year 1916-17 a sum of Rs. 79,870 was spent on scholarships held in secondary schools as against Rs. 58,215 in 1911-12. Of the total amount thus spent Rs. 72,014 came from public funds and the balance from private funds.

182. **Criticism of the scholarship system.**—The existing system for the award and tenure of school scholarships has been adversely criticised by most of the inspectors. It has been represented that the value of the scholarships is insufficient and that the tenure is too short and also that the number of scholarships allotted to each district is out of proportion to the actual needs of the situation.

183. **Free-studentships.**—The rules regulating the award of free-studentship were revised during the quinquennium. As the result of this revision the total number of free-studentships of all denominations permissible in a school under Government control has been restricted to 5 per cent. and 8 per cent. respectively in the case of Hindus and Muhammadans. Over and above these, special free-studentships, *e.g.*, for pupils belonging to backward races, aboriginals, etc., may be granted by the Director on the recommendation of an inspector of schools. The revision of free-studentship rules to which reference has just been made was criticized in the Legislative Council on the ground that it was unfair to the Muhammadans of Eastern Bengal. The matter is again under the consideration of Government. It is sometimes suggested—the suggestion was put forward in a speech recently delivered in the Legislative Council—that the number of free-studentships which any school chooses to allow is not a matter with which the Education Department has any right to concern itself, seeing that the cost of the schools to public funds is not seriously affected thereby. The rules apply

to Government and Government aided schools only. As regards the former, it must be patent to every one that the more free-studentships are allowed, the smaller will be the receipts from fees which are credited to public revenues. As regards the latter, maintenance grants-in-aid are assessed on a scale of expenditure necessary for efficiency as compared with the receipts from private sources, that is to say, in 9 cases out of 10, from fees. Obviously the less the school realises in the matter of fees, the more will be required by way of grant. If the grant is not assessed so as to compensate for the loss of fees, then a loss of efficiency is involved. But these are much more fundamental considerations than this. With this aspect of the general educational problem I shall deal later. Meanwhile I will quote Mr. West :—

> The unaided schools continue to waste their substance by unwise liberality. Endeavour has been made to discourage the giving of full free-scholarships, as there are few boys who can pay literally nothing, and of those fewer still who deserve so large a concession. Popular sentiment is at present educating a very large number of boys who do not really deserve free higher education at the expense of the quality of the education given to those who do.

Teachers and teaching.

184. **Numbers.**—In 1916-17 there were 20,240 teachers in secondary schools, the average proportion of teachers to pupils being 1:19.

185. **Conditions of University recognition.**—The University requires as a condition of recognition that the qualifications, character and experience of the headmaster and the rest of the teaching staff should be satisfactory and that provision is made in respect of the number of teachers and otherwise for carrying on all the courses of instruction in which the school desires to be recognised by the University. The standard of qualifications laid down by the University is that two members of the staff of a high school should hold the B. A. degree, that two should have passed the intermediate examination and that one should be an English knowing *pandit*. This standard is so low that even the worst school cannot fail to improve on it. The University regulations say nothing with regard to the number of teachers.

186. **Views of inspecting Officers.**—The views of inspecting officers on the general underpayment of teachers are very strong. Dr. Chatterji, Inspector of Schools, Rajshahi division, writes thus :—

> It is well known that the salaries paid to teachers are inadequate and in some cases lamentably low. The result is that we cannot attract good men and consequently education suffers. We may have educational reforms of all kinds, but so long as teachers continue to be ill-paid, there is no hope for education. A graduate (B. A.), for example, when appointed to be a deputy magistrate, begins to draw at once Rs. 250 a month. But if the same man offered himself to be a teacher we would not pay him more than Rs. 35. Can anybody account for this difference ? Is education less important even from the administrative point of view than the work of administration itself ? Why should a creator of administrators (I am not speaking of his other usefulness in society) be so much looked down upon and discouraged ? Unless and until this anomaly is removed, I do not think we can do anything for education.

Writing on the same subject Mr. Dunn remarks :—

> The increased scale of salaries recommended by the Local Government for the various classes of secondary schools has been adopted only in a few selected cases. The minimum for a high school according to this scale is fixed at Rs. 540 ; of a middle English school at Rs. 145, and of a middle vernacular school at Rs. 40 a month. An extensive adoption of this scale cannot be enforced, unless sufficient funds are available for supplementing the existing grants. Comment has already been made upon the need for improving middle English schools, and it is necessary to remark that the staff of our high English schools are deplorably below any adequate standard. The junior classes are invariably left to matriculate and failed-matriculate teachers whose presence on the staff should never be tolerated at the present time. It is hoped that definite steps will be taken to improve this state of affairs within the next quinquennium. Certainly nothing will be accomplished without pressure from the higher authorities.

187. **Paper salaries.**—It is an open secret that the salaries which are entered against the teachers' names and for which they sign receipts are not always paid. The following is an extract from a book which is now before the public:—

> There is a very common practice of not paying the actual salary stated. Every school of under 300 boys, if staffed up to the ordinary standard, is running at a loss, and unless there is clear proof that the loss is being met by some wealthy patron, it is certain that it is being met by under-paying the teachers. This takes place in the following way: the teachers even in a good school live from hand to mouth, and have no place to keep their money in, so they draw their salaries in driblets of two or three rupees at a time as they need it, leaving often large arrears unpaid. There is an acquittance roll which has to be kept up-to-date. Hence all sign up-to-date whether they are paid up-to-date or not, *even in the honest school.* The honest school pays up the balance at intervals, *e.g.*, before the Puja holidays. This procedure is encouraged by the fact that Government grants are not drawn regularly by the school. They save them up and draw several together. Also there is occasionally delay in passing the bills. Hence innocent falsification of the acquittance roll is very general. Dishonest falsification is extremely easy. The teachers do not complain because they would promptly be dismissed. Detection by the inspecting officer is almost impossible, for no public account is kept of these intermittent payments. Even if by a rare stroke of luck one gets hold of the private account, as the months are not divided up in any set of thirty days, one finds some of the teachers overpaid, some underpaid, and some hardly paid anything at all. One has to go back 12 months and take an average.

188. **No class teaching but a system of individual coaching.**—Is it reasonable to expect that teachers engaged to work on such salaries and under such conditions will prove stimulating in their class rooms? Moreover the University regulations ordain that a teacher of either of the two highest classes of a high school shall teach 50 boys at one and the same time; that each of the next four classes is to contain 40 boys, and each of the two below that 30. How many English trained teachers would undertake to teach a class of 50 boys in a secondary school, and the ordinary Indian teacher is not the equivalent of an English trained teacher! He has never seen effective class teaching in his life; nor have the boys any idea of it. The result is that class teaching is not attempted; the boy has to learn something or he will stand no chance of passing the matriculation examination; that something is not very much, but the long suffering parent has long since realised that it is hopeless to expect that the school will impart it. So the boy goes to school and sits there for many hours every day, not that he may learn anything, but because sitting in a recognised school is a condition precedent to appearance at the matriculation examination. The boy's real work is done with a private tutor either before he goes to school in the morning or when he comes back from school in the evening. His tutor is by preference his class teacher, who is in rather a delicate position. If he taught the boys of his class what they are supposed to learn, his services as a private tutor would not be required, in which event he would starve.

189. **Teachers and private coaches.**—This custom of having the average school boy coached out of school-time in the ordinary subjects of the school curriculum calls for special consideration. That the system is widespread cannot seriously be doubted. "The teachers being ill-paid men," writes Dr. Chatterji, in the Rajshahi division report, "they are naturally anxious to do the work of private tuition." "There is hardly any teaching", says the Dacca division report, "but there is too much examining in the class; in all schools, Government schools not excepted, pupils are required to learn their lessons at home and when they come to schools, they have only to answer the questions, which the masters put to them." But the most convincing testimony to the prevalence of the custom is to be found in the fact that the schools are staffed by teachers working on the starvation wages now paid. That many of these unfortunate men do suffer considerable hardships, I have no doubt; but they somehow contrive to live, to educate their sons and to marry their daughters. If the great majority of the secondary school teachers did not earn money by private coaching, they could not subsist and the whole of the existing system of secondary schools would collapse.

190. **The cost of private coaching.**—But the whole situation is really a remarkable one. It is being incessantly proclaimed that the great majority of parents who send their sons to secondary schools are so poor that even to

pay the fees which are charged is a great strain. And yet here we are face to face with a system one of the main features of which is that it involves over and above the school fees the hiring of private coaches. I am unable to say what the private coaching of an average school boy costs. One can, however, safely venture on two assertions. The first is that no parent who arranges private tuition for his son at the hands of a man who is at least nominally qualified to give it pays less than double the school fee—in the great majority of cases he pays a great deal more. The second is that if all the money which is now spent in private tuition were available for the secondary schools, the problem presented by the secondary school system would be considerably simplified.

191. **The Education Department circular fixing initial salaries for teachers**—A circular has recently been issued by the Education Department, which fixes the rates of initial salaries on which men may be appointed teachers in Government schools according to their qualifications. The circular has excited a good deal of public criticism. It is reasonable that the public should resent an official announcement of the fact that a B. A. is ordinarily to be appointed a teacher in a Government school on Rs. 35 a month and an M. A. on Rs. 50, but the cadre of the Education Department includes no less than 1,449 posts on less than Rs. 50 a month. It would be impossible to carry on the work of the Department, if all or any considerable number of these posts were left unfilled. Moreover the result of utilising vacancies in higher grades for new appointments would be to reduce, if not to annihilate, the chances of promotion for those who were recruited on low rates of salary. These were the reasons which prompted the circular, which by the way merely regularised and made public certain principles which had regulated appointments for many years.

Manual instruction.

192. **Schools with manual classes.**—In 1915-16 a scheme was sanctioned for the opening of manual training classes at 24 selected high and zilla schools and one middle English school. This scheme was rendered possible as a result of an assignment made by the Government of India for the purpose. The funds available provided for capital grants for the provision of work-sheds and tools and appliances and recurring grants at the rate of Rs. 75 a month per school, for the entertainment of a teacher on Rs. 50 a month and the provision of material at the rate of Rs. 25 a month. Classes were actually started at 19 schools—the difficulty in the way of starting classes at the remaining centres being the want of properly trained teachers.

In commenting on the scheme Mr. Dunn remarks that "it is premature to pass any opinion as to the success of this very important branch of instruction. The educative value of manual work is appreciated by a section of the guardians, but I fear it does not appeal to the students who look askance at anything outside the course prescribed for the matriculation examination." Mr. West, while characterizing the innovation as a great success, draws attention to the following points :—

(1) There is no definite course, and the various courses which the instructors are following are not as interesting as they might be.

(2) There is no provision for optional extra work in spare time.

(3) Insufficient attention is given to making the boys draw out all the models they make before constructing them. In many cases boys were allowed to use the instructor's drawings.

(4) There is no preparatory course of cardboard work in the lower classes ; hence the boys have to be taught many elementary things, and also learn to get rid of the expensive habit of inaccuracy with wood, when they might have learned it with paper.

(5) The proper manual class building has yet to be devised.

193. **Importance of the subject.**—In my annual report for 1915-16 I stated that the general keenness with which boys have taken to this work was one of the most encouraging features of the existing secondary school position. Nothing has come to my knowledge in the interval which would incline me to modify the view which I then expressed. My experience—and I have seen something of this manual work throughout the length and breadth of the Presidency—does not altogether endorse Mr. Dunn's impression. The work is of course only on its infancy and it admits of almost infinite development and improvement. But the attitude not only of the boys but of their parents and guardians towards it is, so far as I have been able to judge, distinctly encouraging. I consider that the extension of this manual instruction not only among high schools but also among middle schools is a condition of any real advance in secondary education.

The recognition of high schools by the University.

194. **The Indian Universities Act and the Regulations of Calcutta University.**—The Indian Universities Act of 1904, clause 25(*2*) authorised the Senate of the University to make regulations regarding the conditions to be complied with by schools desirous of presenting candidates at the matriculation examination. The conditions controlling the recognition of schools and the withdrawal thereof are contained in chapter XXI of the regulations of the University of Calcutta. The University has no agency of its own for the inspection of schools. Consequently the whole of the inspection work which the University has to have carried out for its own purposes is done by the departmental inspecting staff, all reports being submitted to the University through the provincial Director of Public Instruction.

195. **What the present position involves.**—There has been a great deal of discussion of late about this recognition of schools, but I am not quite sure whether what that recognition involves is always realised. In the Presidency of Bengal there is a vast collection of high schools the existence of every one of which depends upon its right to present candidates at the matriculation examination of the University of Calcutta. It rests entirely with the University, *i.e.*, the Syndicate, to say whether any particular school shall or shall not exercise this right. Schools may find it hard to exist without grants from public funds, and in the future they may find it harder still. The majority, however, of the private schools do as a fact manage to exist without any grant from Government, but even a Government school cannot present candidates at the matriculation examination, unless the Syndicate allows it to do so. Consequently, while in the case of the private unaided school it is the University which holds its fate entirely in its hands, even in the case of a Government school or a school heavily subsidised by Government, the University is still in a very real sense the arbiter of its destinies. In a recent debate in the Legislative Council it was suggested that a board of education should be created which would stand in the same relation to Government and aided schools as the Syndicate now stands to unaided schools. But the Syndicate is the arbiter of the destinies of *all* high schools.

196. **The views of inspectors.**—The following extracts which are taken respectively from the Dacca and Chittagong divisional reports show what inspecting officers generally feel with reference to the working of the present system :—

> The University at present has no agency of its own for the inspection of high schools. The reports of the inspectors of schools are therefore accepted. But instances sometimes occur when the recommendations of the inspectors of schools are overlooked. In the case of permanently recognised schools no reports have been called for and submitted for several years. Section 5 (*d*), chapter XXII of the regulations, requires the submission of a report of the working of the school together with an abstract of its actual annual income and expenditure once a year at such time as the Syndicate may prescribe. Presumbly this report is to be submitted by the authorities of the school; but no such report is submitted by any school. If the submission of this report through the inspector of schools is enforced, it will enable him to bring to the notice of the University the defects which have to be removed and the improvements to be effected. For the more efficient control of all affiliated high schools which are under private management, the divisional

inspectors of schools should have the power delegated to him by the University of enforcing the carrying out of improvements such as are considered necessary by him. Without this power, the inspecting officers can do very little in the case of recognised schools under private management. Complaints are not unfrequently heard of the unreasonable demands in respect of staff, accommodation and equipment which are made by the departmental inspecting officers when recommending schools for affiliation. Such complaints are due to two facts. The University rules relating to the standard to be demanded as regards accommodation, staff and equipment, are not very well defined. Those who raise objections to the demands of the inspecting officers have no knowledge of the actual state of things or have antiquated ideas regarding the requirements of a modern high school.

Permanent recognition is sparingly given. The unwillingness of the Department to recommend permanent recognition is due to the fact that the University is so unwilling to remove it when it is no longer deserved. It was given too readily in the past. Some schools given permanent recognition in the past have made no improvement since; their temporary sheds have fallen to pieces, their furniture become broken and useless, their library decayed. Staff and accommodation have remained unchanged, while the roll number has been doubled. Reports to the University produce empty threats, which the schools know to be empty. I have in my office one disaffiliation case which is still being carried on; it is of six years' standing; and another, which has dragged on for over ten years. The least show on the part of the University of determination to have better things would have put everything right at once. The University regulations have remained unchanged. The minimum demand is much too low; a middle school would not get recognition on bare compliance with some of the terms. The statement of requirements is extremely vague. The words "satisfactory" and "sufficient" are used without any definition of what is satisfactory and sufficient, even where such definition could most easily be given, *e.g.*, "light and ventilation must be satisfactory." There are definite standards of proportion between window and floor space given in every book of hygiene. The University could easily fix an actual arithmetical form about which there would be no possible doubt.

197. **Nothing is to be gained by mutual recriminations.**—Nothing will be gained by mutual recriminations. The Syndicate is not responsible for the regulations under which it has to work nor did it assume of its own accord the tremendous weight of responsibilities with which it is now saddled. These responsibilities were thrust upon it by statute and the altering of even one line of the regulations involves a process from which the most arduous of vice-chancellors might reasonably shrink. Then again it is not an easy thing for an educational authority to close a school, when it can put nothing in its place. When an English local educational authority closes a school, it does so to put a better school in its place, and as a fact the Education Department in dealing with middle schools which practically depend upon its recognition, has probably never closed a school which was well attended and left the matter there. What the Department does is to attempt by grants to raise up a better school which will serve as a substitute for the recalcitrant institution. But the Syndicate has no funds nor any machinery of its own by which it can deal with the local educational needs of a certain area. On the other hand, the Syndicate must realise the delicacy of their relations with inspecting officers. The Syndicate have a perfect right to reject an inspecting officer's recommendations, but they cannot expect an inspecting officer to continuing going on their behalf to a school, if his recommendations with reference to that school are habitually rejected or ignored. As the results of nearly five years' working as a member of the Syndicate I can say without hesitation that the inspectors' recommendations are invariably treated with every consideration, but the situation is pregnant with possibilities of friction and misunderstanding. No man can serve two masters comfortably, even if those masters be the University and the Bengal Education Department.

198. **Radical defects in the existing system.**—But even when all concerned are doing their best to work together, the present system is cumbersome and ineffective. The Syndicate would be overworked, even if its responsibilities were confined to colleges and university matters. It is astonishing that any one should seriously maintain that it can in addition to these duties be an effective arbiter of the destinies of 698 high schools in Bengal, to say nothing of all the high schools in Assam and Burma. Moreover the Syndicate is and must be a body local to Calcutta; by its constitution

it need not contain a single member with the possible exception of the Bengal Director who is frequently absent from Calcutta, who is in touch with school work at all. The opposition to any change is based on a feeling that the fate of a school should not depend upon a single official. I am not aware that it was ever suggested that it should. Many difficult questions are involved. It might for example be asked with some reason whether it is really desirable that all secondary school education should be directed towards the matriculation examination, as its one and only goal and object. That all secondary education is so directed is the only possible justification for the existing system ; and after all of every 100 boys who start on the high school course, 16 only begin the university course. My contention is, however, that taking things as they are and admitting that the Syndicate and the Education Department are doing their best, the progress of secondary education, even as it is, now is being hampered and prejudiced by the inherent ineffectiveness of the present system of ultimate control. It is not easy to keep the work of schools vigorous and fresh, when the interest of boys, parents and teachers is concentrated on the passing of an external examination. Something is being effected by sympathetic and careful inspection ; much more might be effected. The difficulty is to keep the schools up to a reasonable standard of vigour and efficiency. This becomes impossible in the case of just those schools which most require to be kept up to the mark, when the ultimate authority is a remote body in Calcutta, whose only effective weapon is annihilation.

Managing Committees.

199. **Government schools.**—There has recently been a revision of the rules regulating the constitution and functions of managing committees of Government high and middle schools. The new rules remove the necessity for visiting committees. The final control of Government schools continue to be exercised by the Education Department.

Under the revised rules all inspecting officers have ceased to be members of the managing committees of Government schools. The district magistrate is the president of the committee and the headmaster vice-president and secretary. The teaching staff and the guardians of pupils are represented and finally an official member other than an educational officer has been given a place on the committee. Definite functions are exercised by the committees and the arrangement offers ample scope for initiative and real control.

200. **Aided schools.**—The rules regulating the functions of the managing committees of aided schools have been redrafted, but they are still under the consideration of Government. The matter is one which is bound up with the general conditions of grant-in-aid.

201. **The maintenance of local interest is essential.**—The existence of public-spirited and active managing committees not only in connexion with aided but also Government schools is essential. Local interest must be maintained.

Buildings and equipment.

202. **Buildings.**—With few exceptions high and middle schools are accommodated in buildings which are not only utterly unsuitable for school purposes, but also fail to satisfy the first requirements of health. The class-rooms are frequently inadequately ventilated and almost invariably so constructed as to put the maximum of strain on the eyesight of the teacher and the pupils. School buildings are rarely kept clean, while sanitary arrangements are not infrequently inadequate and seldom kept properly. In addition to this nearly all school buildings are overcrowded. It is common to find class rooms in which the boys are so crowded on the benches that the ordinary process of writing involves a series of acrobatic feats. The general condition of school accommodation in Calcutta is literally appalling.

203. **Equipment.**—Many of the schools are inadequately furnished with desks. The University insists that desks should be provided in the higher

classes only, though it is a little difficult to understand why, if desks are to be used at all, a small boy should need one, less than a big boy. A great deal of the school furniture that does exist is bad; most of the desks for example seem to have been constructed without any consideration for the comfort or health or even the size of the unfortunate boys who are to use them. The amount which has been spent in Government schools on bad furniture and expensive but unnecessary apparatus is dreadful to contemplate. "The importance of good equipment," writes Mr. Dunn, "as one of the essentials of good teaching is little felt by the teachers or proprietors of privately managed schools. They do not realise the importance of well painted black-boards and decent benches with desks." Writing on the same subject Mr. West remarks "excluding Government schools there are very few schools in this division which can boast that every boy has a desk to write at, a shelf for his books and an inkpot within reach."

204. **Are the demands of the Education Department unreasonable?**—It is sometimes alleged by the critics of the Education Department that far too much stress is laid on buildings and equipment and far too little on teaching capacity. It is also asserted that the conditions in these matters on which the Department attempts to insist are far too luxurious for such poor and simple persons as are the great majority of the inhabitants of Bengal. I do not think that any one who reads through this review can say that I have not emphasised the paramount importance of teaching capacity or that I have failed to condemn the deplorable inadequacy of the remuneration which is now offered to teachers. I am, however, unable to admit that the question of accommodation and equipment is one to which either the public or the Government can afford to be indifferent. The really ineffective teacher will never be anything but ineffective, even if the class room in which he is put to teach is perfectly constructed and faultlessly equipped; but the effective teacher is certainly handicapped by defective class-room arrangements and inadequate requisites. As regards the luxury criticism, there is, as Mr. Gilchrist recently pointed out in the Bengal Economic Journal, a very close connexion between education and the standard of life. All I am pleading for is that the secondary schools of Bengal should be so accommodated and equipped as to be able to fulfil their function, namely, the fitting of the younger generation to play the parts that they should play in the general scheme of the Presidency's existence. At present the secondary schools of Bengal as a whole are not so accommodated and equipped.

205. **Libraries.**—All school authorities make some attempt to get together a collection of books, but it is one thing to have made such a collection, it is quite another to have an effective school library. Dr. Johnson once wrote that a book should teach us either to enjoy life or to endure it. Certainly no school library is of the slightest value, unless it enables the boys who use it to enjoy life more. One of the inspectors has recently examined the libraries of the schools in his division and he remarks that they are made up of second hand books, which might for their miscellaneous titles have been bought by weight, and a number of presentation copies of very inferior "texts".

Secondary Schools in Calcutta.

206. **Educational organisation as a civic problem, a paper read before the Social Study Society of Calcutta on the 20th February 1914.**—In February 1914, I read before the Social Study of Calcutta, a paper in which I discussed the problem of the school provision of the metropolis. The concluding sentences of the paper ran as below :—

The private venture secondary schools of Calcutta may possibly meet the needs for the moment; but as secondary education becomes more costly, as indeed it must, as life and social conditions become more complex, the private venture schools, housed in any hole or corner and distributed according to no organized plan, are bound to become in time a hopeless anachronism. As it is, the buildings in which the secondary schools for Indian boys in Calcutta are housed are infinitely inferior to those which are now to be found in the *mufassal*. The reason for this of course is not far to seek. When a new school building is wanted in the *mufassal*, a site can be procured and a decent building constructed for a sum of money, which would not buy a quarter of the site in Calcutta.

207. **The deputation of Mr. K. C. De and Mr. J. N. Roy.**—Government took up the matter at once and Mr. K. C. De, I.C.S., was shortly afterwards deputed to survey the educational organisation of Calcutta and to report. Mr. De was unable to remain at the work long enough to complete it, and the task was handed on to Mr. J. N. Roy, who on the 13th November 1915 submitted his report to Government. The extract below is taken from Mr. Roy's summary of his report :—

> The existing schools, although sufficient in number to meet the needs of the higher classes, are in a condition far from satisfactory. A majority of them are held in buildings which were never intended for educational purposes. They are badly equipped and insufficiently staffed ; and they lead a precarious hand-to-mouth existence. These remarks are true of nearly all institutions, but are specially applicable to primary and middle schools. An ill-lighted and ill-ventilated room in a private *pucca* house, or an equally objectionable hut with a tiled roof ; a number of boys huddled together, sitting, in some cases, on benches and, in some, on the floor, but all alike shouting at the top of their voices ; a *guru*, uneducated and untrained, but determined to eke out a living for himself, dozing at the desk—this is the picture of an ordinary primary school. The high and middle schools may have a better financial position, but the margin left is far too small either for the provision of superior accommodation and better equipment or for the payment of teachers at a rate which will keep them contented. The result is the existence of a large number of inefficient schools, badly housed, badly equipped, badly disciplined, and the creation of a teaching profession which has now come to be looked upon either as the haven for those who are incompetent or as the halting place for those who have abilities and expect something better.

208. **Number of English schools in Calcutta.**—It has already been stated that Calcutta has 75 English schools. Of these five high and three middle English schools are Government institutions ; 8 high and 15 middle English schools are aided. The rest are all unaided and a considerable number, especially of the high schools, are proprietary institutions.

209. **The need of maps to illustrate the situation.**—The present position is this. Mr. Dunn, who is now the Inspector of Schools in the Presidency division, is preparing under the instructions of Government a series of maps illustrating the Corporation's scheme for the improvement of primary schools. The Corporation cannot under the present law concern themselves with any grade or type of education other than primary and technical, and the secondary and primary school problems are not being confused. It has, however, been arranged that the maps which are now being prepared will, in addition to illustrating the primary school scheme, show with reference to high schools—

(1) the extent to which the Calcutta area as a whole is provided with high schools ;

(2) obvious cases of congestion resulting from motives pecuniary, rival or the like ;

(3) places in need of high schools ;

(4) places from which schools might be expediently removed.

The map will visualise the situation and this is the first essential step.

210. **Need for plain speaking.**—Mr. Dunn has pointed out that the root defect is that schools are able to be started where and when and under whatsoever auspices chance may provide. The public strangely inarticulate in this matter have no say or choice. Children crowd into any school irrespective of its efficiency and the parents frequently have no knowledge of the real conditions under which their boys are growing to maturity. The time has come for straight speech and effective action.

211. **The problem analysed.**—Mr. Dunn would group the main problems connected with the question under the following heads :—

(*a*) Geographical control of high school educational activity.
(*b*) Organisation of the management of individual schools.
(*c*) The minimum material requirements.

212. **The necessity for some control over the location of high schools.**—As regards (*a*) we must, Mr. Dunn suggests, discover some agency

empowered to regulate the location of high schools. He cites a particular instance of a recognised high school "situated at the end of a long alley, unventilated and improperly lit, dirty and dilapidated;" a few doors away another high school accommodated in a somewhat better building, recently established and clamouring for recognition. The motive underlying the establishment of the second school was personal and individual resentment towards the first school and the hope of future gain in fees. "There is not," Mr. Dunn remarks, "a shadow of public spirit in the whole business, and not the slightest realisation of the fact that the area in question is already overcrowded with high schools." He adds that this is "altogether wrong, not in a vague and general way, but in a very definite and aggressively practical way that affects the whole community most seriously."

213. **A Calcutta educational council.**—The remedy which Mr. Dunn suggests is a Calcutta educational council and he insists that it must be a council with powers. Such a council would consider applications for the starting of new schools with special authority to negative any proposal to start a venture institution in undesirable or already provided areas. It would nurse young institutions and see that they reach maturity under proper discipline; it would of course be essential for the council to possess the completest knowledge of each locality of the town. The council would be as large as its representative character required.

214. **The management of some of the proprietary schools demands immediate attention.**—As regards (*b*) Mr. Dunn observes that the regulations of the University have not succeeded in eradicating the evil which they exist to cure, for the adventurous pedagogue-proprietor does succeed in dodging the regulations for a very long time at any rate. He tells of a school which has a proprietor, a rector and a headmaster. The headmaster is a graduate on Rs. 60 a month, the rector a matriculate on Rs. 75 a month. This triumvirate employs a staff of whom at least six are only matriculates, while five are drawing less than Rs. 13 a month each. This school is recognised by the University.

215. **The proprietary system.**—Mr. Dunn does not worry about the proprietary aspect as such and he thinks that there is a tendency to confuse the system with the fruits of the system. In itself it is not necessarily an evil, but it is terribly abused. What we must secure is sound instruction and a reasonably comfortable staff. Mr. Dunn thinks that a properly constructed educational council would gradually secure all this. The treasurer of the council would take all fees and fines and grants. The council would appoint their own teachers from a central bureau and pay them adequately. There would not be a single rupee of individual profit.

216. **Efficiency cannot be combined with profits.**—The proprietary system has undoubtedly been abused, but it must be remembered that on this basis practically the whole secondary school system of Calcutta has been built up. This has resulted in an enormous saving of public money and it might reasonably be claimed that had men not been willing to come forward and risk their money in schools, as an investment, Calcutta might have been without secondary schools for many years. One may concede all this and even admit that the proprietary high school has played a necessary part in the educational system of the past, but this does not alter the fact that, under the conditions of to-day, efficiency in a school cannot be combined with profit making out of it.

217. **Publicity and representative control.**—The whole position teems with difficulties. Personally I feel that Mr. Dunn's suggestion of an educational council for Calcutta is on the right lines. I believe that it is essential to bring the whole question into the full light of publicity and I am convinced that the determination of Government to do this would be warmly welcomed by the public.

The Hastings School.

218. **Introductory.**—A feature of the quinquennium under review was the opening of the Hastings School which is located at Hastings House, Alipore, Calcutta. The school is a residential institution and is conducted as far as possible on the lines of an English public school. The need for such a school

had been persistently emphasised by prominent and influential men in Bengal and in deference to their wishes the Government of Bengal undertook to establish the Hastings School as an experimental measure.

219. **Numbers.**—The school was opened in July 1915 with 11 boys on its rolls. This number rose to 22 by the end of that year. In January 1916, there were 26 boys and the year closed with a total of 40 which number increased to 43 by March 1917. These figures indicate that the school is making some progress, but it is a matter of disappointment that with the extensive grounds and accommodation for 50 boarders and 25 day scholars, these totals are not larger. It is difficult to find the real reason for the deficiency of the numbers below the estimated level. The assistant master-in-charge attributes it partly to the fact that of the three masters from England for whom the scheme provided only one could be obtained owing to the present war and partly to some measure of disinclination on the part of the Indian parent to sever himself from the usual courses of education, which have been established longer in the Presidency. He adds that the number of those who desire this form of education has been somewhat over-estimated.

220. **The curriculum.**—Ample provision has been made in the school curriculum for the study of oriental languages, both vernacular and classical. The study of a vernacular is compulsory throughout the school, whilst the study of a classical oriental language is demanded of every boy in the upper school. The medium of instruction is English and it has been found that boarders improve very rapidly in the knowledge of this language. The usual school mathematics are taught, but the want of a first class mathematical master is at present greatly felt. There are two special features in the curriculum which call for some remarks, viz., (1) manual instruction which is given throughout the school and which, it is hoped, will one day form a very important portion of the school course; (2) the practical work which is being done in geography.

It must be mentioned here that there is a great need for the introduction of science teaching throughout the school and for the provision of laboratories adequate for this instruction. So long as these needs remain unprovided the school course must necessarily be incomplete, and this may always be adduced as an excuse for the deficiency in numbers.

221. **Examinations.**—Under the present arrangement boys are prepared for the junior and senior examinations of the Cambridge University local examinations syndicate. The school is not at present recognized by the University of Calcutta.

In December last the school presented for the first time eight boys for the Senior Cambridge local examination and eight for the junior, of whom five and three passed respectively. Of the successful senior boys one obtained distinction in Sanskrit.

222. **The prefect system.**—For purposes of discipline the prefect system has been introduced with satisfactory results, and another strong factor in this direction has been the system of compulsory games. During the day one of the assistant masters is on duty which entails a general supervision, while at other times this responsibility devolves more directly upon the Assistant master-in-charge.

223. **Expenditure.**—During the year 1916-17, the total expenditure of the school came to Rs. 60,658. The total cost to Provincial revenues was Rs. 17,089. The average annual cost of educating each boy was Rs. 1,002.

Some general observations.

224. **Lord Curzon on the demand for secondary education.**—Lord Curzon is often quoted as having said that he was not sure that, if a vote were taken among the intelligent middle classes of Indians, they would not sooner see money devoted to secondary education than to any other educational object. "The reason is", his Lordship added, "that it is the basis of all professional and industrial employment in India." Certainly the people of Bengal yield to none in the insistence of their demand for secondary English schools. Secondary English schools they will have. The last quinquennial

reviews registered what were considered record increases, but on the 31st March 1917 there were nearly 110,000 more pupils in English secondary schools than there were on the same date five years previously.

Who are these pupils, why are they in secondary schools and what will become of them when their school days are done?

In 1915 a young Bengalee civilian was deputed to work for a few months in the Education Department. I asked him to take a general survey of the secondary schools of the Dacca division and then to report generally on the vexed question what the demand for secondary education is and how far the existing schools could be said to be meeting the demand. Mr. B. K. Basu—that was the officer's name—wrote a most illuminating report. The remarks which follow are practically his.

225. **The partition of Bengal and its influence on education.**—The partition of Bengal was effected on the 16th October 1905. The result of this on education was twofold :—

(*a*) The agitation against this measure soon became so voluminous and widespread as to be changed in character. What began as a protest against one particular measure of Government took the form and character of a national agitation. The impetus which the agitation gave to education was undoubtedly great.

(*b*) The Government of Eastern Bengal and Assam began to foster the education of the Province and especially that of the Muhammadans. This policy of Government—the education of Muhammadans and of the depressed classes of Hindus—has been adhered to. As a result people who would not under older circumstances have thought of educating their sons are doing so at present.

226. **Jute.**—In the years which immediately preceded the present war the price of jute was very high. This meant that a great many people in East Bengal had a good deal more money than they had ever before. This stirred their ambitions, and social ambition is one of the strongest motives for sending children to school.

227. **The Calcutta matriculation examination.**—Since the introduction of the new regulations in the Calcutta University the matriculation test has been regarded as an easy examination to pass. It is suggested that, because a very little attainment may secure some tangible form of recognition, the small talents are fostered and encouraged to an extent which they used not to be in the past.

228. **The pressure on the soil.**—Another reason—to my mind it is an exceedingly cogent one—is the pressure of an increasing population on the resources of the soil. It is often thrown in the teeth of the educationist in Bengal that he is tempting children from a life of usefulness on the soil. But how much of the land of Bengal is uncultivated? Is not the fact that the land is being over-cultivated? Possibly more scientific methods of cultivation would produce better results but that is not the point which we are considering. A fairly successful cultivator has four sons. There is not room for them all on his land; he cannot get any more land. What are the boys who are not wanted on the land to do? There is only one avenue open; the secondary English school with its prospect, however remote, of a university label which is the passport to all the employment which the *raiyat* regards as most desirable. A clerk may not earn as much as a cultivator or an artizan, but his standing in society is considerably higher. Government service of any sort is the most desirable way of earning one's living. Government are anxious to appoint a certain proportion of Muhammadans. The knowledge that this is so has given a great impetus to education among the Muhammadan cultivators who constitute a large part of the population of East Bengal. Similarly Hindus of the lower castes and men of backward communities know that the claims of their sons to post under Government will be considered, provided they have the educational qualifications.

229. **The secondary school-going population analysed.**—Thus the secondary school-going population may be roughly divided under two main heads :—

(1) the Hindu *bhadralok*. These people have always educated their sons. They are doing so more now, because their resources are getting narrower with the higher standards of life which obtain, and it is therefore becoming necessary for a larger number of members of each family to earn independent livings. For these classes—I include the higher ranks of Muhammadans among them—Government service clerkships and the educated professions have always been the only natural and congenial callings.

(2) The lower classes of Hindus (Jogis, Baruis, Namasudras) and of Muhammadans. These people have been mainly cultivators in the past. They now send their sons, or some of them, to English schools because :—

(*a*) they want their sons to rank as *bhadralok ;*

(*b*) they find that Government will encourage their sons by giving them, if they are qualified, posts which were formerly the monopoly of the *bhadralok.*

All the causes which I have cited above have contributed to the present position but they do not exhaust the desire for education. There is something behind all these material calculations. Something much more subtle, something spiritual, something which makes the handling of educational problems the test of statesmanship. Let me quote from Mr. Basu's report :—

"We are discontented with our condition.

We want to better ourselves. How are we to proceed in order to do so ? The answer given in such cases is most often 'education.' If the answerer is further questioned as to what he actually means by education and what exactly he thinks education will do, he will probably have no clear answer to give. But it is not enough merely to have proved dialectically his want of clearness. For the vagueness of his mental condition is an important fact connected with human nature. Our longings are essentially vague, our hopes also are vague, more often than they are not; our vision of the goal that we are going to attain is also necessarily vague, but still one is persuaded that progress of any sort is attained thus and by no other means.

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Thus a "clear provision of ends" is not necessary for progress. What is wanted is discontent but it must be discontent 'shot with the colours of hope'—and I like to believe that both these conditions are realised in the desire for education that is evident in the Dacca division.

Here also people have realised that their life is too narrow, too cramped, too self-centred, too sordid and too poor. They want better things and they go to school. Eventually perhaps most of those who have been to school find themselves the poorer for it and the rest become clerks or pleaders. But this does not damp their ardour. They have the faith that things will somehow be righted, but the path lies through this door and through no other.

A faith like this carries with it its own justification and I cannot proceed with my report without recording not only my regard for, but my entire faith in, such a faith."

230. **What becomes of the pupils.**—What becomes of the pupils when their school days are over ? Mr. Basu admits that most of them may eventually find themselves the poorer for the years which they have spent in school and the figures show us that out of every 100 pupils of all classes who start on the high school course 16 only even begin the university course. This is a situation to which no serious Government could possibly remain indifferent. Politically it means an ever increasing production of what the citizen whom the French call "declassé", the physically weak, mentally inflated, unemployed "educated man" who is the gravest political danger in every country of the world. Educationally it means and must mean degraded standards, overcrowded schools, cram and the absence of all ideals in schools and colleges. The schools and colleges are called upon to deal with a mass of unfit students everyone of whom is feverishly intent on one thing and one thing only, the passing of examinations and the securing of the coveted labels, the longed-for passports into the ranks of those who can compete for admission into the already-overcrowded arena of respectable employment.

231. **The remedy.**—What is the remedy? In the first place the awful wastage of the present system must be checked and this can only be done by making the attainment of a reasonable standard, the *sine qua non* of admission to the various grades of education. It is mere cruelty, almost fraud, to allow a boy whose family are pinching themselves for his education to take up the high school course, if it is obviously beyond his capacity. It is fatal not only to university education but to the rising generation to make your matriculation test so easy that the passing of it is no guarantee that a student can take up with advantage to himself a university course. There seems to be an idea abroad in India that the more graduates there are, the more effective the community which produced them. It is quite easy to see how that idea arose and to a certain extent the contention is a reasonable one. The more graduates, the more men who hold the educational passports. But there comes a time when the passport is valueless, even now a Bengalee who wants to make a career for himself must secure the M. A. degree. The advancement of a nation depends to some extent on the general level of intelligence within it and the chief means by which the State can attempt to produce intelligence is by education. But a satisfactory general intelligence is not enough. Progress demands more than this ; it demands the abnormal capacity of the intelligent few. Bengal is now annually sacrificing its best intellect by suffocating it in its colleges and schools under a mass of mediocrity !

232. **The financial basis.**—Then again we cannot afford to ignore much longer the financial basis of our educational system. An efficient secondary school must cost a certain amount. How is this amount to be found? How much should those who are receiving the education pay? How much can fairly be contributed by the public? It is reasonable to ask that public money should be made available for what is clearly for the community's good, but people in this country are sometimes apt to forget that the advantage of the community is not necessarily the advantage of any single member of it. Education is in one of its aspects a selective system. The proper localisation of great talents is an advantage to society but the bulk of the candidates with whom education as a selective system deals are not of such merit that society is in any way interested in their rise. If a man wishes to give his son special opportunities he must be prepared to indemnify society for his exceptional treatment. He must be prepared to pay a fair price for that advantage. A fee so low that the poor dullard is tempted to essay an education for which he has not the capacity and which can bring him nothing but disappointment is merely a delusion and a snare. By all means let there be a system of scholarships by which the exceptionally clever boy, whatever his parentage or financial conditions, can get the education which will enable him to develop all that is in him. This is quite another matter : A general lowering of the cost and thereby necessarily the effectiveness of secondary education for the sake of those whose only claim to consideration is their poverty is not only a wrong to society, it is also a crime to posterity !

233. **The basis and aim of secondary education must be broadened.**—Finally we must broaden the basis and aim of our secondary education. We must make it more directly, what Lord Curzon claimed that it should be, namely, the basis of all professional and industrial employment. At present the high school has one great object, and one object alone, the passing of its pupils through the matriculation examination. Under existing conditions this is perfectly natural, nay inevitable ; but it will not do : The Bengalee parent reiterates " for everything that is open to my son a university label is indispensable. Show me some career to which a good all-round secondary-school education will be in itself the passport and then and not till then will I listen to your complaints !". I have discussed in the chapter regarding the University and Arts Colleges the desirability of continuing to make university qualifications conditions precedent to entering Government service or the professions. I have then suggested that it is essential to the university as a place of higher education that it should abandon as soon as possible all work which it is not both by its nature as well as in its standard the proper work of a university. This will necessitate the raising of the standard of the schools. When this has been

done the school final stage would almost certainly come to be regarded as the point on the educational ladder at which boys would go off not only into clerkships but also into the lower grades of specific professional training. But these considerations apart, it will be clear to every one not only that the universities cannot fulfil their functions, unless the secondary schools fulfil theirs, but also that what the secondary schools should do in preparation for life, the universities cannot do. It may be that educational institutions can not produce industrial and commercial development but they can certainly hamper it. Unfortunately all those who have the interests of Bengal at heart do not always regard those interests from the same point of view, but there is no one who would not agree that the development of the Presidency demands a system of effective secondary schools, a system which will be so far as it goes liberal and self-contained, a system which will prepare for life and not merely for the matriculation examination !

CHAPTER V.

Primary Education.

Schools and pupils.

234. **Schools.**—The number of primary schools for boys as it stood at the end of each of the last six years was as follows :—

Year.	No. of schools.
1911-12	28,602
1912-13	28,089
1913-14	27,461
1914-15	28,327
1915-16	31,612
1916-17	32,588

The quinquennium under review ended with 32,588 primary schools for boys, of which 3,165 were of the upper primary and 29,423 of the lower primary grade. In 1911-12, the figures were 3,526 and 25,076, respectively, yielding a total of 28,602 schools. Thus primary schools for boys increased during the quinquennium by 3,986 or by 13·9 per cent.

The primary school system depends naturally on the amount of public money available for its support. The money now available is not sufficient for anything approaching an adequate and efficient system. Miserable pittances are doled out by way of grants to teachers in approved primary schools. All the funds available are paid out ; if new schools are started their teachers can only be assisted by reducing the amounts paid to teachers who receive grants. Progress is under these conditions impossible.

235. **Schools according to management.**—The primary schools, included in the returns and classified according to management, for 1916-17 and 1911-12 work out as below :—

	Upper primary.		Lower primary.		Total.
1916-17.					
Government	106	+	21	=	127
Local and municipal funds	166	+	2,643	=	2,809
Aided	2,813	+	22,880	=	25,693
Unaided	80	+	3,879	=	3,959
Total ...	3,165	+	29,423	=	32,588
1911-12.					
Government	111	+	7	=	118
Local and municipal funds	18	+	1,340	=	1,358
Aided	3,293	+	19,609	=	22,902
Unaided	104	+	4,120	=	4,224
Total ...	3,526	+	25,076	=	28,602

The number of schools under public management increased by 1,460. The increase was mainly due to the transfer of some schools to the management of district boards and to the establishment of new board schools. There was a decrease in the number of unaided schools in consequence of their transfer to the aided list. Subventions from the Imperial grants enabled the Department to subsidise a larger number of these schools.

236. **Proportion of Government, board, aided and unaided schools to the total number of schools.**—The proportion of aided and unaided schools to the total number of schools was 78·8 and 12·1 per cent., respectively, in 1916-17 as against 80·1 and 14·7, respectively, in 1911-12. The proportion

of schools under public management, viz., those under the direct management of Government, district and municipal boards, was 9·1 per cent. against 5·2. Schools under private management have considerably increased during the quinquennium under review.

237. **Upper and lower primary schools.**—Of the 32,588 primary schools for boys returned as existing at the end of 1916-17, 3,165 were upper primary and 29,423 lower primary schools. Comparing these figures with those returned at the end of the previous quinquennium it is noticeable that the number of upper primary schools decreased during the quinquennium under review by 361, while lower primary schools increased during the same period by 4,347.

238. **Causes of decrease of upper primary schools.**—The decrease of upper primary schools is reported to be due mainly—

(*a*) to the reduction of many upper primary schools to lower primary status for want of pupils in the upper primary stage ;

(*b*) to the migration of pupils to the nearest high English and middle English schools ;

(*c*) to the raising of some upper primary schools to the middle English status ; and

(*d*) to the unpopularity of upper primary schools because—

(i) they keep back for two years or so the boy who is going on to an English school ;

(ii) they give no certificate to the boy who is completing his education at the end of the primary stage ; and

(iii) the upper primary course does not meet the requirements of the public.

239. **Causes of increase of lower primary schools.**—The increase in the number of lower primary schools is chiefly due to—

(*a*) the inclusion in the category of lower primary schools of the *maktabs* in the Presidency and Burdwan divisions which were previously returned as special schools but which have since 1915-16 been shown as lower primary schools. (In Eastern Bengal secularised *maktabs* have always been shown as primary schools) ; and

(*b*) the reduction of some of the upper primary schools to the lower primary status.

240. **Number of aided and unaided primary schools in 1911-12 and 1916-17.**—In 1911-12 there were 22,902 aided primary schools ; in 1916-17 they increased to 25,693, an increase of 2,791 or 12·1 per cent. In 1911-12 there were 4,224 unaided primary schools ; in 1916-17 they decreased to 3,959 or by 265 or by 6·2 per cent.

241. **Strength of a primary school.**—The average number of pupils in a primary school was 35·5 in 1916-17 as compared with 37·5 in 1911-12. Though the figures indicate a slight improvement, yet the outlook is anything but satisfactory. The teaching staff is numerically weak and the success achieved by a teacher who has frequently to grapple with some 30 pupils distributed among several classes and to profess to teach subjects the majority of which are beyond his comprehension cannot ordinarily be great. Many primary schools, especially those in towns, are overcrowded to an extent which must be actively dangerous to the health of the children, more especially as the schools are frequently accommodated in buildings which are not properly ventilated.

242. **Number of towns and villages served by a school.**—According to the census figures of 1911, the total number of towns and villages in Bengal was 119,851. The number served by a primary school in 1916-17 was 3·6 against 4·2 in 1911-12. The areas served by a primary school was 2·4 square miles in 1916-17 as compared with 2·7 square miles in 1911-12.

The subjoined table gives the divisional particulars :—

	Number of towns and villages served by a school.	Area served by a school. Sq. mile.
Presidency	2·1	2·8
Burdwan	2·7	1·5
Dacca	4·1	2·1
Rajshahi	6·5	3·2
Chittagong	2·8	2·9

243. **Pupils in primary schools.**—The number of pupils in primary schools for boys as it stood at the end of each of the last six years was as shown below :—

YEAR.	Pupils in upper primary schools.	Pupils in lower primary schools.	Total pupils.
1911-12	190,173	883,676	1,073,849
1912-13	178,630	866,770	1,045,400
1913-14	171,664	856,020	1,027,684
1914-15	164,130	882,564	1,046,694
1915-16	159,712	964,397	1,124,109
1916-17	159,747	1,000,039	1,159,786

From the above figures it will be seen that the number of pupils in primary schools for boys increased during the quinquennium under review by 85,937 or by 8·00 per cent. There was a loss of 30,426 pupils in upper primary schools and a gain of 116,363 pupils in lower primary schools, resulting in a net gain of 85,937 pupils. Of the total number of 1,159,786 pupils in primary schools for boys at the end of 1916-17, 64,484 were girls, of whom 4,742 were under instruction in upper primary schools and 59,742 in lower primary schools as against 5,022 and 50,897, respectively, at the end of 1911-12.

244. **Relative number of Hindus and Muhammadans under instruction in primary schools.**—Of the total number of pupils attending primary schools for boys at the end of the quinquennium under review 564,479 were Hindus and 574,407 Muhammadans. The corresponding figures at the end of the previous quinquennium were 587,480 and 466,046, respectively. It appears from the returns that during the period under review the number of Hindu pupils decreased by 3·9 per cent., while Muhammadan pupils increased by 23·2 per cent. The large increase in the case of Muhammadans is more apparent than real, as the figure includes pupils of secularised *maktabs* in the Presidency and Burdwan divisions now returned as lower primary schools. The Hindus have now 33·3 per cent. of their boys of school-going age in primary institutions, and the Muhammadans 29·9 per cent. The corresponding figures at the end of the previous quinquennium were 34·8 and 24·4 per cent.

245. **Proportion of boys in primary schools to the total number of male population of school-going age.**—It is estimated that at the end of 1916-17, 313 boys were undergoing primary instruction in primary schools for boys out of every thousand of the male population of school-going age against 290 at the end of 1911-12. In arriving at these figures the proportion of 15 per cent. of the total male population has been taken as representing the number of boys of school-going age. As stated in paragraph 248 of Mr. Prothero's Quinquennial Review, the actual proportion of boys from 5 to 15 years of age to the total male population is about 27 per cent. Calculating on this figure as representing the total number of boys from 5 to 15 years of age the conclusion is that only 169 out of every thousand of these boys were in primary schools for boys at the end of 1916-17, as against 157 at the end of 1911-12.

Pupils in the primary stage of instruction in primary and secondary schools for boys.

246. The total number of pupils in the primary stages of instruction in primary and secondary schools for Indian boys at the close of the quinquennium under review was 1,360,171. Of this number 1,159,786 were reading in

primary schools and 200,385 in the primary classes of secondary schools. The total number of pupils in the primary stage shows an increase for the quinquennium under review of 106,363 pupils. A little over 37·6 per cent. of the total number of pupils in the primary stage of instruction in 1916-17 was returned as not reading printed books as against 35·0 per cent. in 1911-12. The high percentage of pupils not reading printed books is explained by the fact that no printed primer is allowed to be taught in a primary school for the first half of the session during which period the annual returns of a school are compiled. This fact makes the figure returned valueless for all practical purposes. The whole arrangement is being examined.

EXPENDITURE.

247. **Total expenditure on primary schools.**—The total expenditure on primary schools for boys shows a steady increase all through the quinquennium. The figures are :—

	Rs.		Rs.
1911-12	26,85,154	1914-15	34,04,979
1912-13	27,97,957	1915-16	37,17,242
1913-14	32,30,570	1916-17	37,97,976

The increase during the quinquennium amounts to Rs. 11,12,822 or 41·4 per cent.

In the quinquennium under review the greatest increase from year to year was that between 1912-13 and 1913-14, which amounted to Rs. 4,32,613. The increased expenditure on primary education is almost entirely due to the grants made from Imperial revenues.

248. **Expenditure from public funds.**—Towards the total expenditure of Rs. 37,97,976 returned for the year 1916-17 public funds contributed Rs. 16,51,010 or 43·4 per cent. In 1911-12 public funds contributed Rs. 7,72,266 or 28·7 per cent. Thus during the quinquennium there has been an increase of 14·7 per cent. in the proportion paid from public funds.

249. **Expenditure from Provincial revenues and district board funds.**—The contribution from Provincial revenues, spent directly on primary schools, towards the total expenditure from public funds during 1916-17 was Rs. 1,89,739 or 11·5 per cent. The percentage which this contribution bore to the total contribution from public funds in 1911-12 was 17·1. In the last five years the percentage has decreased by 5·6 per cent. This contribution is, however, not the only Government contribution made to primary schools. Government also aid primary schools through the agency of district boards. In the last year of the quinquennium under review Government made over Rs. 8,64,600 out of the Imperial allotments to district boards for the maintenance of primary schools for boys. The expenditure met from this amount has been shown in the statistics as expenditure from district funds.

250. **Expenditure from the funds of municipalities.**—Including the grants paid from the Imperial allotments the amount spent on primary education of boys from municipal funds has risen during the quinquennium by Rs. 41,138, the contributions from these funds being Rs. 50,467 in 1911-12 and Rs. 91,605 in 1916-17. This increase is deplorably inadequate. At one time a municipal board was expected to provide for the education of half the male population of school-going age of the area under its control at ten annas a head. Subsequently the minimum expenditure on primary education was fixed at 3·2 per cent. of the ordinary income of the Board. Both these orders have been withdrawn.

251. **Expenditure from private sources.**—Towards the total expenditure of Rs. 37,97,976 incurred on primary schools for boys during 1916-17 private sources contributed Rs. 21,46,966 or 56·6 per cent. The proportion borne by private sources in 1911-12 was 71·3 per cent. Thus in the course of the quinquennium under review this proportion fell by 14·7 per cent.

252. **Fees.**—If we compare the amounts returned as fees with the total amounts returned as spent, the amount returned as realised from fees during 1916-17 was Rs. 18,58,954 representing 48·9 per cent. of the total expenditure, as against Rs. 16,51,857 or 61·5 per cent. in 1911-12. The proportion of the

cost of primary schools borne by fees therefore declined by 12·6 per cent. during the last five years.

253. **Expenditure from other sources.**—A sum of Rs. 2,88,012 is returned as having been contributed from other sources during 1916-17. This represents 13·4 per cent. of the total contributed from private sources. In 1911-12 the percentage was 13·6.

254. **Total cost of primary education.**—The figures of expenditure shown in the preceding paragraphs do not cover the whole expenditure on primary education. To arrive at an estimate of the total cost of primary education it would be necessary to include not only the cost of the primary schools and the primary departments of secondary schools, which by a rough calculation amounts to about Rs. 24,22,000, but also certain other charges incidental to primary education.

The total cost of primary education during 1916-17 may be stated roughly as about Rs. 69,24,000. In this figure are reckoned the expenditure on primary schools, the primary departments of secondary schools, the cost of *maktabs* and other schools teaching the primary standards, cost of buildings, scholarships, the pay and allowances of the subordinate inspecting staff, including 80 per cent. of the pay and allowances of deputy inspectors, etc.

255. **Average cost of a primary school.**—Taking all kinds of primary schools into consideration it appears that during the year 1916-17 the average monthly cost of a primary school was Rs. 9·7 as against Rs. 7·8 in 1911-12. The cost varies considerably according to management. Thus during the year 1916-17 the average monthly cost of a primary school under Government management was Rs. 48·9 against Rs. 38·2, while that of a primary school under district board management was Rs. 16·4 against Rs. 13·4 and that of a primary school under municipal board was Rs. 33·9 against 23·8; the average monthly cost of an aided primary school was Rs. 9·7 against Rs. 8·0 and that of an unaided primary school was Rs. 3·9 against Rs. 4·0.

256. **Average cost of educating a pupil in a primary school.**—The average annual cost of educating a pupil in a primary school was Rs. 3·4 in 1916-17 as against Rs. 2·7 in 1911-12. The average annual cost of educating a pupil in an upper primary school was Rs. 5·1 in 1916-17 as against Rs. 3·7 in 1911-12, while that of educating a pupil in a lower primary school was Rs. 3·5 in 1916-17 as against Rs. 2·4 in 1911-12.

NIGHT AND CONTINUATION SCHOOLS.

Night schools.

257. **Night schools, their pupils and their cost.**—The following are the statistics relating to night schools :—

Division.	Schools.		Pupils.		Expenditure.	
	1911-12.	1916-17.	1911-12.	1916-17.	1911-12.	1916-17.
					Rs.	Rs.
Burdwan ...	359	351	6,628	6,912	6,201	9,339
Presidency excluding Calcutta.	136	93	3,719	2,258	11,654	7,698
Dacca	204	210	3,631	4,847	3,290	5,294
Chittagong ...	9	30	184	761	294	1,159
Rajshahi ...	46	188	905	3,304	759	7,020
Calcutta ...	15	14	449	481	3,314	6,528
Total ...	769	886	15,516	18,563	25,512	37,038

Continuation schools.

258. **Difference between the ordinary night school and the continuation school.**—There is some confusion as to the difference between the

night school and the continuation school. The former is an ordinary primary school held after the ordinary school hours to suit the convenience of those who cannot attend day primary schools. Continuation schools are quite different. They are mainly intended for those pupils who have already left school. These schools are not necessarily held after school hours; they may be held in the early morning. There are two classes of these institutions, group I and group II. Group I schools are practically lower primary schools, teaching the three R's. in their spare hours to boys who are working; group II schools attempt to impart some rudimentary professional or technical instruction.

259. **Number and pupils of continuation schools.**—The number of continuation schools in 1916-17 was 107 with 2,739 pupils as against 151 schools with 4,168 pupils in the previous quinquennium. There has thus been a decrease of 44 schools and 1,429 pupils during the quinquennium. The total cost of these schools was reported to be Rs. 14,226 in 1916-17 against Rs. 14,968 in 1911-12. The schools are not very popular.

Two schools of group II in Calcutta deserve mention. One of these is "the Commercial College" and the other is "the Central School." The former teaches shorthand, typewriting, book-keeping and the course for the 4th grade accountantship examination, also English. The latter teaches shorthand and typewriting only.

Teachers.

260. **Qualifications of teachers in primary schools.**—The total number of teachers employed in primary schools for boys at the end of 1916-17 was 40,169. Of these 6,480 or 16·1 per cent. are returned as "trained," whilst 5,064 or 12·6 per cent. are returned as having "no special qualifications." The remainder 28,625 or 71·3 per cent. are returned as possessing "other qualifications."

Compared with the figures at the end of the previous quinquennium trained teachers have increased in number from 3,553 or 10·5 per cent. to 6,480 or 16·2 per cent. Those possessing "no special qualifications" have fallen off in number from 5,787 or 16·9 per cent. to 5,064 or 12·6 per cent., while those possessing "other qualifications" increased from 24,756 or 72·6 per cent. to 28,625 or 71·2 per cent. The proportion of teachers who have only passed the lower primary examination is still 10·2 per cent.

From the figures returned it appears that in primary schools for Indian boys there was at the end of 1916-17, one teacher for every 29 pupils under instruction. The average number of teachers for every hundred primary schools for Indian boys was 123·2.

261. **Pay of primary school teachers division by division.**—The divisional figures give the following estimates of the range and average pay of primary school teachers :—

Division.	Public management.		Private management.	
	Range.	Average.	Range.	Average.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Burdwan division	9 to 16 ...	14·5	5 to 25 ...	7·8
Presidency division excluding Calcutta.	8 „ 19 ...	10·9	5 „ 30 ...	7·8
Calcutta	*	18·5	10 „ 30 ...	10·5
Dacca	4 to 17 ...	10·4	4 „ 11 ...	7·1
Chittagong	5 „ 18 ...	8·7	3 „ 12 ...	6·7
Rajshahi	4 „ 18 ...	9·1	4 „ 12 ...	7·9

* In Calcutta there was one school under public management with two teachers. The total cost of this school was Rs. 444 for 1916-17.

262. **Gifts.**—The average primary school teacher is paid less than an ordinary labourer. It is frequently stated that the primary school teacher receives gifts in kind and presents in money. It seems certain that in urban areas the teacher gets none of these advantages, nor yet free lodging or board.

As regards village teachers the Rajshahi report says that the custom of gifts in kind and payments in money is no longer prevalent in that division. The Dacca report makes a similar statement, but adds that non-resident *gurus* sometimes get free lodging and board. The Chittagong Inspector says that except in *Koran* schools in very backward areas the system of payment in kind died out long ago. The Burdwan Inspector states that the village teacher does earn something from his constituents over and above fees, and quotes the district report of Birbhum :—

"In rural areas the *gurus* in not a few cases get their food free of cost and in some limited cases presents, clothing, etc., on marriages and other auspicious occasions."

No account is taken of these gifts in the returns. Mr. Dunn, after stating that the lower primary school teacher in the Presidency division is given a pittance which does not in some cases amount even to a rupee a month, protests that no elaborate rules for the assessment of grants will save the situation unless the teacher's remuneration is raised.

263. **Unpunctuality of payments.**—There is a general complaint that the payments due to primary school teachers from public funds are not made either punctually or regularly.

Teachers as postmasters.

264. At the end of 1916-17, there were 673 schools, in which one of the teachers was in charge of the postal work of the village in addition to his ordinary teaching work. The remuneration from the Postal Department ranged from Rs. 2 to Rs. 10 per month. At the end of 1911-12 the number of such schools was 671. These figures do not include the number of combined schools and post offices in the Faridpur district, as the Inspector of Schools, Dacca division, has been unable to supply the figures for that district.

Scholarships.

265. **Upper primary scholarships.**—There are 210 upper primary scholarships of the value of Rs. 3 a month tenable for two years. Of these one is reserved for pupils of the Calcutta Deaf and Dumb School, 24 for Muhammadans and 8 for backward classes.

266. **Lower primary scholarships.**—In district board and municipal areas district boards and municipalities respectively provide lower primary scholarships. These scholarships are awarded by district boards and municipal bodies direct in consultation with deputy inspectors. In Western Bengal district boards used to award lower primary scholarships also to pupils coming from schools in municipal areas. This practice was found to be *ultra vires* in terms of the Bengal Local Self-Government Act, and it has been discontinued from 1916. Municipalities in Western Bengal have now been called upon to provide lower primary scholarships in their areas.

There are 24 Government lower primary scholarships for Calcutta, Darjeeling and the Chittagong Hill Tracts. In addition to this number there are 14 Government scholarships reserved for backward classes in the Eastern Bengal districts and one for pupils of the Calcutta Deaf and Dumb School.

267. **Expenditure on primary scholarships held in primary schools.**—The total expenditure on primary scholarships held in primary schools for boys and girls during 1916-17 is returned as Rs. 7,359. Of this Rs. 7,339 came from public funds. In 1911-12 the expenditure on these scholarships was returned as Rs. 9,928 and the whole of this amount came from public funds. The decrease in the total amount for 1916-17 was due to the discontinuance of the practice of district boards awarding scholarships to candidates from schools in municipal areas and to the inadequacy of the provision for scholarships made by the municipalities. The decrease is also partly to be attributed to the fact that a larger number of primary scholarships was held in secondary schools in 1916-17 than in 1911-12.

268. **System of award not satisfactory.**—The present system of awarding primary school scholarships is not satisfying the public. Mr. Dunn definitely

commits himself to the view that the present system is not without its abuses. He observes that the selections made by sub-inspectors are sometimes taken exception to and he submits that a standard of uniformity cannot be maintained, if the examination is held, as now, at different times by different men on different sets of questions. He is of opinion that all complaints will disappear if the examination is conducted simultaneously at suitable centres under the supervision of departmental officers.

The panchayati union scheme.

269. **The development of the scheme.**—At the close of the previous quinquennium there were 1,340 board lower primary schools in Eastern Bengal. After the constitution of the Bengal Presidency, it was decided to extend the system to Western Bengal. During the quinquennium under review, the number of schools in Eastern Bengal was almost doubled and 100 such schools were started in the western districts of the Presidency, while 150 schools were transferred to the management of the district boards of those districts. No progress has been made since the end of 1914-15 owing to the financial stringency induced by the war.

270. **Its advantages.**—The special feature of the scheme is that it proceeds on an intelligible geographical basis. Its chief merits in addition to this is that it provides a system of schools of a permanent type, the teachers in which get something like a reasonable remuneration.

271. **Unions with and without schools.**—There are 4,701 unions in the Eastern Bengal districts, but of these 1,033 had upper primary schools serving the unions. The number of unions that came under the scheme was, therefore, 3,668. One thousand three hundred and forty schools were built up to 1911-12, at a cost of Rs. 7,77,000. In 1912-13, 553 unions were provided with board primary schools, the initial expenditure being about Rs. 4,00,000. In 1913-14 and subsequent year 660 schools were established at an approximate cost of about five *lakhs* of rupees. The amount of money which is being spent in the upkeep of board lower primary schools in Eastern Bengal is about Rs. $2\frac{3}{4}$ *lakhs*.

The number of unions in Eastern Bengal districts still to be provided with board primary schools is therefore [3,668 − (1,340 + 553 + 660)] or 1,115. The scheme was extended to Western Bengal districts in 1912-13, in which year 150 primary schools previously provided with good buildings were transferred to the management of district boards. In 1913-14, 100 new schools were established at a cost of Rs. 1,00,000. There are, therefore, at present 250 board primary schools in Western Bengal. The number of *panchayati* unions in this part of the Presidency is 2,879, of which 1,447 have union serving upper primary schools. The latter figure (1,447) includes the 150 schools transferred to district boards in 1912-13. There are, therefore, [2,879 − (1,447 + 100)] or 1,332 unions in the Western Bengal divisions still unprovided with board lower primary schools. To complete the scheme in both parts of the Presidency 2,447, or 2,450 in round figures, board primary schools have still to be established.

272. **Initial and recurring expenditure.**—Both the initial charges and the recurring expenditure for the maintenance of the schools are met from the Imperial grants. The annual repair of board primary school buildings is carried out by district boards, Government contributing two-thirds of the total cost. Teachers of board primary schools are entirely under the district boards and they are recognised as district board servants.

273. **Money required to complete the scheme.**—The total capital expenditure which is required for the completion of the *panchayati* union scheme will, in accordance with the accepted estimate of Rs. 1,000 per school, be Rs. 24,50,000 and the recurring cost will be about Rs. 3,00,000 per annum calculating at the rates of Rs. 10 or Rs. 11 per month for each school. Towards these sums there is a sanctioned allotment of Rs. 1,98,000 out of the capital grant of Rs. 10,00,000, sanctioned by the Government of India in 1913-14 for the establishment of board lower primary schools in the western divisions of the Presidency. This money has been held over pending the return of normal financial conditions.

274. **The scheme has not contributed to the expansion of primary education.**—The merits of this scheme are considerable but it has not contributed to the expansion of primary education. A considerable number of the schools affected were existing institutions. On the other hand the scheme has absorbed a great deal of the additional money which has been made available for primary education in the course of the last ten years. Not only have the schools to be built and equipped but they have also to be maintained and their buildings kept in repair.

Buildings and equipment.

275. **Buildings.**—Those primary schools which were established with the help of Imperial grants in pursuance of the *panchayati* union scheme are accommodated in reasonable buildings, the cost of which ranged from Rs. 600 to Rs. 1,000 per school. Under this scheme about 1,300 buildings (about 1,200 in Eastern Bengal and 100 in Western Bengal) were erected during the quinquennium at a cost of about 10 *lakhs* of rupees.

A second scheme to provide certain aided primary schools with buildings of cheaper type was floated in 1912-13 and was first introduced in Western Bengal, where 300 lower primary and 100 upper primary schools were provided with buildings at a cost of Rs. 90,000 supplemented by local contribution. The amount of Government contribution for a lower primary school building was Rs. 200 and that for a upper primary school building was Rs. 300. The maximum total cost of a building for a lower primary and upper primary school was estimated at Rs. 250 and Rs. 350, respectively, the villagers being ordinarily required to contribute Rs. 50 in cash or in kind in each case, though it was open to them, if they desired, to elaborate the buildings at their own expense. In 1913-14 another *lakh* and a half was also spent on constructing buildings for 750 lower primary schools distributed over all the divisions of the Presidency. The local people are held responsible for the annual repair of the buildings. The experiment has not proved very successful. Many of the buildings have tumbled down and the money spent on them has been wasted. The initial mistake appears to have been the adoption of an entirely unsatisfactory plan of building, as also to the non-provision for proper supervision of the building operations.

Aided lower primary schools other than those which were provided with improved buildings with the help of Imperial grants have generally no houses of their own. They are held in verandahs, or in the out-houses of some well-to-do villagers, in *mosques* or even under the shade of trees. The enormous number of these schools renders the task of improvement a formidable one. Upper primary schools are somewhat better off in this respect but it cannot be said that they are, except in a few instances, comfortably or even adequately housed.

276. **Equipment.**—With the help of a Government grant of about Rs. 90,000 about 50 per cent. of upper primary and lower primary schools in the Presidency and Burdwan divisions were provided in 1912-13 with certain articles of equipment. In that year a sum of Rs. 25,000 was also spent in supplying teaching appliances to board primary schools in Eastern Bengal. Subsequently a sum of Rs. 1,18,075 was spent on equipment for the remaining 50 per cent. of the upper primary schools in Western Bengal and for a large number of primary schools in the Eastern Bengal districts.

Imperial grants.

277. At the close of the quinquennium under review there was standing in the Provincial balances to the credit of primary education in Bengal a sum amounting to about 11¼ *lakhs* of rupees.

The curriculum.

278. **The co-ordination of the Western and Eastern Bengal courses.**—The unification of the primary school curriculum throughout the Presidency is a matter of extreme urgency and that this has not been accomplished during

the quinquennium under review is a matter for regret. The question has, however, received attention and two special conferences have been held in connexion with it. The unification of the curriculum would have been an easy matter, but a more general reorganization was found to be desirable. It was also evident that it was impossible to treat the primary school course in isolation from the school curriculum as a whole—the curriculum which begins with the infant class and ends under existing conditions with the matriculation examination.

279. **English in primary schools.**—Turning to the courses of study as they still are, the problem is the teaching of English. English may not, under Government orders, be taught in any recognized primary school, whether upper or lower primay in grade. English, however, is taken as a second language from class III of high and middle English schools according to the Eastern Bengal classification and from standard III and class VIIB of middle English and high schools respectively, according to the Western Bengal classification. Consequently a pupil who passes from standard IV of an upper primary school, according to the Western Bengal system of classification, to a middle English or high school is liable to lose two years, because he has not learnt English, while a pupil who takes a similar transfer from the Western Bengal middle vernacular standards V or VI is generally liable to lose more. Pupils coming to middle English or high schools from the Eastern Bengal primary standards IV and V are in a similar predicament.

But these difficulties apart, the demand for English is so great that it is being taught widely in primary schools in spite of the efforts of inspecting officers to enforce the orders of Government. It is futile to ignore this.

280. **Certain subjects other than the 3 "R's."**—The present courses of study include as compulsory subjects drawing, object and nature observation lessons, and gradening and drill. It is reported that these subjects, or some of them, receive a certain measure of attention in schools at which trained teachers are employed, but that in schools which are in the hands of untrained teachers these subjects are either neglected altogether or made the occasion for wasting time. The school garden under existing conditions is in most cases a farce. Co-operation with the Agricultural Department is now being sought with a view to popularising and improving gardening both at primary and *guru*-training schools.

281. **India's orders on the recommendations of the Decentralization Commission.**—In their letter No. 873, dated the 19th September 1916, the Government of India passed orders on the recommendations of the Royal Commission on Decentalization in India so far as those recommendations affected education. The following is the paragraph of this letter which deals with curricula in primary schools :—

"The Commission further recommend the exercise by local bodies of a somewhat similar discretion as regards the adoption of curricula in primary schools. The present practice is for the Local Government on the advice of the Department of Public Instruction to prescribe the curriculum and it is understood that a certain measure of choice of subjects is sometimes permitted. The Government of India desire to see the latter practice emphasised and made more general. Courses of various kinds may be prescribed by the Department of Public Instruction and the adoption of them with or without any alterations (subject to the intervention of the Collector in cases where considerations other than educational may be involved) may be left entirely to local bodies. Text-books which are not approved by the Education Department should not be prescribed without the sanction of the Collector, but a free choice should be given for the selection of text-books approved by the Department, care being taken to prevent too frequent or unnecessary changes."

Primary schools in Calcutta.

282. **Schools and pupils.**—On the 31st March 1917 there were, according to the returns, 337 primary schools for boys in Calcutta with 17,229 pupils in them as against 193 schools with 12,001 pupils in them on the 31st March 1912. This increase is largely due to the inclusion of certain *maktabs* in the primary school category. There were also reckoned to be 10,349 boys and girls in the primary classes of secondary schools for boys.

283. **Teachers.**—There were 468 teachers working in the primary boys' schools, of whom 280 held no recognized qualification whatever. The teacher of a primary school in Calcutta is generally the proprietor. The proprietor frequently takes all the income of the school, but where the school is a large one, he is sometimes assisted by one or two teachers who, by agreement, receive fixed salaries plus a share of the aid from the Imperial grants. It is estimated that including the special contributions from the Imperial grants of Rs. 4 and Re. 1 a month for a trained and an untrained *guru* respectively, the average pay of a primary school teacher in Calcutta is Rs. 16·9 in an aided school and Rs. 5·6 in an unaided school. In considering these rates it must be remembered that the proprietor-teacher has to provide himself with some sort of accommodation. The lowest rent of any sort of *pucca* building is Rs. 7 a month; a thatched or tiled hut costs at least Rs. 4 a month.

284. **Mr. Dunn's report.**—Mr. Dunn reports that the majority of the primary schools for boys in Calcutta are in a deplorable condition. "They are housed," he says, "in insanitary buildings and teaching is neglected, the teachers' one thought being to swell the roll numbers." Mr. Dunn adds that primary schools in Calcutta feed the secondary schools and are generally attended by the children of *bhadralok*. The teaching of English is therefore in great demand and the teachers generally hold special classes out of school hours for the purpose of teaching English.

285. **The paper read before the Social Study Society.**—Reference has been made in the chapter on secondary education to the educational survey of Calcutta which was recently carried out and to the circumstances which led to this being done. The following is an extract from the paper read before the Social Study Society of Calcutta on the 20th February 1914 :—

"In the case of primary schools the state of affairs is even more chaotic. A *pandit* or a *maulvi* appears and he sets himself to establish a primary school. He looks about for an habitat and having found some building which is sufficiently cheap, he gets together a few pupils, and if he can retain these pupils for a certain time he goes to the deputy inspector and possibly to the municipality and obtains a grant. In 1905 the Government of Bengal pointed out to the municipality that the primary schools of the town were a disgrace, being dark, ill-ventilated, damp and unhealthy, and in most cases too small to accommodate the number of children attending them. A scheme was at the time proposed by which the municipality with the help of Government should construct some 45 model primary schools; but this scheme was not carried into effect and the condition of the primary schools in Calcutta continues to be absolutely deplorable."

286. **The Corporation might raise money for school buildings.**—It was also pointed out in the course of the paper that, including the grant to free libraries and the amount which the Corporation surrenders annually by exempting educational institutions from municipal taxes, the contribution of the Municipality towards education amounted during 1912-13 to about Rs. 70,000 out of a total annual expenditure of something like 108½ *lakhs* and a suggestion was thrown out that the Corporation might possibly be willing to consider the discontinuance of these grants and the use of their credit in return, for the purpose of raising a loan for the construction of primary school buildings. Government might, it was suggested, agree in that event to provide the grants necessary for the maintenance not only of the existing primary schools, but also of such primary schools as the Corporation might establish under the scheme which was then put forward.

287. **Mr. De and Mr. Roy's survey.**—Then followed the survey of Mr. K. C. De and Mr. J. N. Roy.

288. **The position of the Corporation.**—In March 1916 Government referred Mr. J. N. Roy's report to the Corporation of Calcutta. That body pointed out in reply that under the Calcutta Municipal Act the Corporation are only concerned with the promotion of primary and technical education. Prior to the amalgamation of the suburbs with Calcutta in 1888, the Corporation had no power to spend money on education at all and it was mainly because certain schools in the added area were receiving grants from the suburban municipalities that the permission, which was not included in the original Bill, was inserted.

289. **The position in Bombay.**—In Bombay the law on the subject is different and the Bombay Corporation receive annually from Government a sum of Rs. 4,34,000 for liquor licenses and tobacco duty, to which there is

no corresponding duty in Calcutta. Section 61 of the Bombay City Municipal Act makes it "incumbent on the Corporation to make adequate provision for maintaining, aiding and suitably accommodating schools for primary education and section 63 of the same Act provides that the Corporation may, at their discretion, also provide for other educational objects. Thus, what is merely a secondary and discretionary function of the Calcutta Corporation is a primary duty in Bombay and in that city the Corporation may also spend money on secondary education which is not permissible in Calcutta. The grants aggregating about Rs. 4,34,000 per annum which the Bombay Corporation receives from Government are not given for educational purposes, but they are almost exactly equal to the amount which the Corporation spends annually on education from its general revenues. The Calcutta Commissioners have expressed their willingness to undertake the responsibility of making adequate provision for primary and technical education in Calcutta, if a similar assignment of some expanding head of revenue were made to the Calcutta Corporation.

The Commissioners admit that the present educational organisation of Calcutta is unsatisfactory and have declared that they would be glad to co-operate with Government in improving it, but they are not in a position to undertake the primary responsibility for the provision and maintenance of schools, nor do they consider that the intention of the law is that they should do so. As regards the suggestion that money should be provided from loan funds for the construction of suitable school buildings and that the amount now spent in grants might be devoted to paying interest and sinking fund charges on the outlay, they have said that the Corporation would be prepared to assist in such a scheme and, if necessary, to undertake a larger expenditure than they now incur, if the money were contributed for some such purpose, and if Government would undertake the staffing and maintenance of the schools so constructed.

290. **A building scheme.**—Government have since instructed Mr. Dunn, Inspector of Schools, Presidency division, to prepare a scheme setting forth the needs of each ward with regard to school buildings with an estimate of their approximate cost. A scheme is now being prepared which will be illustrated by a series of maps. It is hoped that all these preliminaries will result in something effective being done to remove what is a crying scandal.

Developments during the quinquennium.

291. **The panchayati union scheme.**—Reference has already been made to the development of this scheme.

292. **Increase of the pay of teachers in aided primary schools.**—Money has been made available out of the Imperial recurring grants of 6 and 3·65 *lakhs* on improving the pay of teachers in aided primary schools by providing allowances of Rs. 4 a month for each trained *guru* and Re. 1 a month for each untrained *guru*.

293. **Permanent distribution of Imperial recurring grants.**—The annual transfer to district boards of the Imperial recurring grants for the maintenance of board primary schools and the increase of teachers' pay was found inconvenient for many reasons, the most important of which was the hardship to teachers consequent on the delay, which necessarily occurred in determining allotments for each district on the basis of estimates of inspectors and district boards. Permanent allotments to district boards and municipalities, district by district, were therefore announced in 1916-17 on the condition that the allotments would be subject to revision at any time, if thought necessary by Government, and if they are not fully utilised by the local bodies for the objects for which they were specifically sanctioned.

294. **The enhancement of the stipends to guru pupils to a uniform rate of Rs. 10 per mensem.**—Stipends to *gurus* under training were formerly of various values and were scarcely sufficient to cover their living expenses. With effect from April 1914 the stipends were raised to a uniform rate of Rs. 10 a month. This measure has increased the popularity of the *guru* training schools.

Some general observations.

295. **There is no primary school system.**—Something has been done. There is certainly a considerably greater number of permanent and reasonably effective primary schools in existence to-day than there was five years ago; but we have not yet got in Bengal anything approaching a primary school system. We are attempting to provide one district board primary school in every *panchayati* union; for the rest we are still relying on the aided primary school teacher, and we are attempting to attract men to this work by offering them remuneration which would be an insult to the humblest menial. The entire municipalities of Bengal provide and maintain some six primary schools only. Some public money has been spent in providing school houses in villages but many of these houses have already fallen down. Moreover, we are now face to face with a position in which any expansion in primary education, so far as that expansion depends on more public funds being made available, is impossible—and this, while about half the total cost of the existing primary schools comes from the pupils themselves. If more *gurus* start primary schools either in municipal or in district board areas, they cannot be given any financial support, unless the miserable pittances which are now doled out are reduced. It is proposed to spend a considerable proportion of the 9 *lakhs* grant recently made by the Government of India on primary school teachers, but by the terms of the grant this money will have to go to existing teachers.

296. **The primary school appeals to no one.**—There is another glaring defect; the primary school, as at present conducted, appeals to no one except as an institution which will lead on to higher courses of study. The figures reveal the most appalling wastage. There are 4,91,482 pupils in the lowest class of the infant section; this figure is reduced to 402,751 in the higher class of the infant section, to 271,059 in the lowest class in the primary grade, to 210,030 in the class above that and to 126,057 in the third primary standard. It is easy to talk of the apathy of parents. If the classes engaged in mechanical and manual labour in India are generally unable to realise that education has any message to give or any benefit to confer, the corresponding classes in England were equally indifferent before 1870. The need for primary education exists in Bengal; but at present it is latent. And after all, has the primary school teacher on the salary of the humblest menial much which he can confer? He is better, far better, than no teacher at all, but can we blame the Bengalee villager for being unable to realize that the sort of instruction which his boy receives in the average primary school is calculated to raise his efficiency in the occupation on which his future livelihood is going to depend. We want to send out as missionaries of education inspecting officers and others who are fully convinced of its utility and power. But you cannot make bricks without straw nor create primary schools on the strength of the resources which are now available.

297. **A survey of primary education.**—As the result of a recent interpellation at the Bengal Legislative Council the Local Government have now ordered the carrying out of a complete survey of the needs and present provision in the matter of primary education throughout the Presidency. The survey is now actually in hand and a new curriculum and scheme of organisation will, it is hoped, soon be before the public.

298. **The two functions of primary education.**—In these circumstances further elaboration of the problem is unnecessary. I cannot, however, refrain from remarking that primary education is the lowest rung in the ladder of our educational system. Regarded thus, it must contain within itself germs of growth, but at the same time we must remember that a great many boys will never proceed beyond this stage. Primary education, therefore, must possess the two qualifications of being a suitable base from which further educational progress can be made, and of being sufficient in itself to meet the actual needs of the cultivator and the industrial worker. It must give opportunity to the ambitious and able youth to climb up the educational ladder to success in business and learning, and it must offer such purely utilitarian advantages to the poorer classes that within a generation they

will see the necessity of obtaining it as an indispensable aid to the successful accomplishment of their ordinary daily work.

299. **Elementary education is the basis of political progress.**—To those, if there be any, who are inclined to think that, if adequate attention is paid to primary education, secondary and higher education will suffer and the position of the Bengali *bhadralok* become even worse than it is at present, I would, in view of a recent pronouncement by His Majesty's Government, suggest in words lately used by the Lieutenant-Governor of the United Provinces that if the people are to govern, and ultimately it is the people that must govern always and everywhere, then the people must be educated, and that as quickly as possible. This is the problem which confronts the political reformer, and this is the problem which the educationist must help him to solve, but its solution involves a complete reconstruction of our educational system. The existing educational system of India is an organic whole, no part of which can be modified without affecting vitally the other parts. At the same time, it is so utterly inadequate to the progressive realization of responsible government that nothing less than a change throughout the entire structure will suffice to secure the objects now envisaged. It is impossible to attack the problem by compartments. Secondary education depends upon primary education and university education upon both. No reform of the universities can be undertaken with any hope of success, while the secondary schools remain as they are, and no reform of the secondary schools is possible without an entire re-modelling of primary education.

CHAPTER VI.

The Training of Teachers for Indian Schools.

The training of men teachers.

Colleges.

300. **General.**—There are three colleges (two Government and one aided) for the training of men teachers for secondary schools.

They are—

(*i*) The David Hare Training College, Calcutta (Government).
(*ii*) The Dacca Training College (Government).
(*iii*) The London Missionary Society's College, Calcutta (aided).

301. **Courses of study.**—All three colleges are affiliated to the University of Calcutta, the first and second for the degree of Bachelor of Teaching, the second and third for the Licentiate in Teaching. The conditions governing the taking of these qualifications are to be found in chapters XL and XXXIX, respectively, of the regulations of the University. The degree course has to be preceded by graduation in arts or science and extends over one academic year. The candidate must also have undergone a course of practical training extending over six consecutive months, or must have served as a teacher at a recognised school for a year. The licence course is preceded by success in the intermediate examination in arts or science and may be taken in one academic year, but a candidate cannot offer himself for the L. T. examination until two years have elasped from the time of passing the former examination.

302. The courses are far too comprehensive in character. The academic year opens in the first week of July and the examinations start in the second half of March. The course is therefore of little more than eight months' duration, even if we include the *Puja* vacation, which lasts for nearly a month. Several weeks out of this short time have to be spent in convincing students that they are not heaven-born teachers. The syllabus in the theory of teaching should be reduced for B. T's. and rigorously cut down for L. T's., and for the latter the subject should be taken only so far as it can be kept in the closest relation with school practice. The worst syllabus is perhaps that for the B. T. in the history of education. This subject is really the history of civilization generally viewed from a practical standpoint. To be intelligently studied it must be founded upon a knowledge of the social life of the peoples of whom it treats. The University demands a knowledge of Hindu education in all times and that of the mediæval Muhammadans; the Greeks and the Romans have next to be studied; they are followed by general European education in the Middle Ages; then follow the Renaissance and a host of special and general studies, each of enormous scope, and ranging up to the present time. The syllabus concludes light-heartedly with "the organization and history of national systems of education with special reference to England, Germany, America and Japan."

But the "theory subjects" are by no means all that have to be studied. Unfortunately many students go to the training colleges but ill-equipped in the knowledge of ordinary school subjects. Geography, for instance, has hardly ever been touched since the students reached the age of 12 or 14, and even at that time they had been taught on methods that are hopelessly out of date. To produce valuable teachers the training college has to test all that and to make some attempt to remedy the defects observed. The proper use of the black board, physical exercise including games, the oral use of the English language and excursions provide further necessary lines of activity.

The authorities of the colleges are unable to cut out any serious portion of the University syllabus, because the students must acquire the necessary qualification. The result is that the work generally suffers from superficiality.

303. **Practice of teaching.**—The proper practice of teaching and the examination of this part of the work form another great difficulty, of which a complete solution has been found neither in Bengal nor in any other country. It is certain that the work of a training college should be founded upon that of a good school in close proximity to it, and that the school should be available for purposes of demonstration in every department of its work. It should be well housed and staffed, and should be capable of illustrating alternative methods of teaching in its various classes. The students in training should be given all facilities for studying its teaching work and its organization, but they should not practise in its classes. except as assistants to, and under the supervision of, the ordinary class teachers, and that only in special cases. Facilities should be provided for practice work under supervision in other schools which should have sufficiently numerous classes to avoid their being injured by this practical work. The reckoning cannot be made on the basis of the mere number of boys, but on that of classes. The standard may perhaps be laid down that not more than four students a year should practise on one class.

The conditions of success as stated above have not yet been attained anywhere in Bengal, though schemes have been prepared for both the Government colleges with this ideal in view. These schemes have been postponed owing to the financial conditions induced by the war.

304. **Examinations.**—The following figures indicate the results of the B. T. and L. T. examinations during the past five years. The results are satisfactory :—

Year.	B. T.		L. T.	
	No. of candidates appeared.	No. of candidates passed.	No. of candidates appeared.	No. of candidates passed.
1912-13 ...	47	44	16	10
1913-14 ...	56	56	29	24
1914-15 ...	60	48	27	19
1915-16 ...	57	50	43	29
1916-17 ...	62	50	48	40
Total ...	282	248	163	122

305. **Number of students.**—The statement below shows the number of men students in English training institutions, generally designed to meet the needs of secondary schools, at the end of 1916-17 :—

Colleges.	No. of those who have passed the ordinary degree.	No. of those who have not passed the ordinary degree.	Total.
Dacca Training College	24	35	59
David Hare Training College ...	27	...	27
L. M. S. Training College ...	...	7	7
Total for the Presidency ...	51	42	93

306. **Expenditure.**—The expenditure on training colleges during the year 1916-17 was Rs. 95,443, of which Rs. 92,743 came from Provincial revenues. In 1911-12 the expenditure amounted to Rs. 70,643, and was entirely met from Provincial revenues.

The David Hare Training College.

307. **Introductory.**—The David Hare Training College was opened in July 1908 in part of the buildings formerly occupied by the Albert College and is affiliated up to the B. T. standard. Government officers receive full pay while they are students of the College, but teachers from aided schools and outside candidates receive no allowance from Government.

308. **Accommodation.**—The work of the College is still carried on under the same miserable conditions, though some additional rooms are now rented. There is a small hostel in a hired house not far from the College. The present accommodation of both College and hostel is very unsatisfactory. A site measuring about 19 bighas of land at Ballyganj was acquired at a cost of

Rs. 2,52,105 and a scheme for the construction thereon of suitable buildings at an estimated cost of Rs. 5,68,380 was worked out.

309. **Numbers.**—The number of students on the rolls of the College during the year 1916-17 was 27. Of these 11 were Government servants, 8 aided school teachers and 8 private students. Of the total number 20 were Hindus, 2 were Muhammadans and 5 were Christians. In 1911-12 the roll number of the College was limited to 20 students. During the quinquennium the College has trained 116 teachers and inspecting officers.

310. **Staff.**—During the period under review the staff was strengthened by the appointment of an additional Indian Educational Service officer as vice-principal and professor of method and a drawing master. The Physical Director of the Young Men's Christian Association acted as a visiting professor of physical education and gave regular lectures on physiology, school hygiene and other kindred subjects.

311. **Expenditure.**—The total cost of the College during the year 1916-17 was Rs. 24,661, the whole of which came from Provincial revenues. In 1911-12 the total cost was Rs. 28,186, and it was entirely met from Provincial revenues. The average cost of training each student in 1916-17 was Rs. 913 as against Rs. 1,409 in 1911-12, but this saving was largely due to the departure from the College of its Indian Educational Service officers.

The Dacca Training College.

312. **Introductory.**—The Dacca Training College, which was opened in July 1910, prepares candidates for the L. T. and the B. T. examinations of the Calcutta University. Unlike the David Hare Training College it receives for training not only existing teachers in Government schools and members of the inspecting staff on full pay, but also teachers from aided schools on full pay, up to a maximum of Rs. 50, and candidates for the teaching profession on stipends of Rs. 20 and Rs. 15 for B. T. and L. T. students, respectively.

The L. T. course, which was formerly taken in two years, was reduced during the quinquennium to one year with a view to turning out trained men more rapidly, to effecting economy and to removing the hardship entailed on these ill-paid men by forcing them to keep up two establishments for two years.

313. **Numbers.**—On the 31st March 1912 the total number of students was 37—17 in the B. T. class and 20 in the L. T. class. Of these 28 were Hindus and 9 Muhammadans.

On the 31st March 1917 there were 59 students under training in the College. Of these 24 students were in the B. T. class and 35 in the L. T. class. Of the total number of 59 students 43 were Hindus including one Namasudra, 15 Muhammadans and one Christian.

314. **Staff.**—The staff of the College consists of a principal and a vice-principal in the Indian Educational Service, two professors in the Provincial Educational Service, two lecturers in the Subordinate Educational Service, an art master and a drill instructor.

315. **Practice teaching.**—The Armanitola high school, which contains only eight classes, proved to be wholly inadequate for the practical work of 60 students. An arrangement was therefore made by which students can be practised in the Dacca Collegiate and Moslem High schools.

316. **Nature study class.**—During the quinquennium the experiment was tried of opening a class under the control of the Principal of the College for the training of primary school teachers in nature study. Dr. N. M. Gupta was appointed superintendent of nature study and took charge of the class. It was opened on the 10th July 1912 and continued for four years. It provided a course in nature study, with emphasis on out-door work including gardening, and attempted to direct the teaching of this subject in the neighbouring primary schools. Minor courses in other subjects, including drawing and physical exercise, were also attempted. The experiment proved the extraordinary difficulty of getting any but uselessly superficial teaching from the majority of the poorly educated men who teach in primary schools. A few exceptional students did good work, but the results did not justify further expenditure on the scheme and the class was closed in 1916.

317. **Expenditure.**—The total cost of the College during the year 1916-17 was Rs. 57,462, of which Rs. 54,762 came from Provincial revenues and Rs. 2,700 from subscriptions and other sources. In 1911-12 the total cost was Rs. 44,523, the whole of which came from Provincial revenues. The average annual cost of educating a student in 1916-17 was Rs. 974 as against Rs. 1,203 in 1911-12. The reduction was largely due to the temporary loss of the Indian Educational Service members of the staff who, owing to the conditions induced by the war, had to be transferred temporarily to other sphere of work.

The London Missionary Society's College.

318. **Introductory.**—The aided College at Bhowanipur under the London Missionary Society teaches up to the L. T. standard of the Calcutta University. The students practise in the attached high school.

319. **Numbers.**—On the 31st March 1917 the College had 7 students on its rolls as against 13 on the corresponding date of 1912. The number of trained teachers produced by this college is very small.

320. **Expenditure.**—The College receives from Government grants-in-aid of Rs. 11,600 from Imperial allotments and Rs. 3,000 from Provincial revenues per annum. In 1916-17 the expenditure was Rs. 13,320 which was entirely met from Provincial revenues.

The condition of the College is not satisfactory.

Training schools.

(i) First Grade Training and Normal Schools.

321. **Schools and pupils.**—There are 6 schools of this grade in Bengal, 5 of which are Government schools and the sixth—the one at Krishnagar under the management of the Church Missionary Society—is aided. On the 31st March 1917 there were 456 students in these schools as against 457 on the same date in 1912.

322. **Curriculum.**—In 1909 a committee considered the curriculum of the first grade training schools. The full course then proposed has now been in force in the schools of West Bengal since 1912. The course extends over three years.

In East Bengal the curriculum was merely indicated under headings and the superintendents of the normal schools have had an opportunity of working out their respective ideas as to details. This arrangement has not proved entirely successful, one of the difficulties being that the examination which is held is common to all the three schools. The course in East Bengal is of two years' duration only.

323. **Examinations.**—The examination of the West Bengal candidates for the certificate examination was formerly under the direct control of the Director of Public Instruction. That in East Bengal was in 1910 placed under a "Central Board of Examiners" for East Bengal and Assam. This Board has ceased to exist. The examinations in the two parts of the Province have now been placed in the hands of the Principals of the David Hare and Dacca Training Colleges, respectively.

324. **The standard of work.**—There is a consensus of opinion among the inspectors, particularly among those of the Eastern divisions, that the quality of the outturn of these normal schools has deteriorated. The reasons assigned for this deterioration are—(1) the shortness of the two years' normal school course in East Bengal, and (2) the inferior quality of the pupils turned out from middle schools, and this in turn is attributed to the abolition of the middle school public examination.

The three years' course is now established in West Bengal, but a course of such length of time makes training a slow and costly affair. There are signs that students of higher initial qualification than could formerly be obtained will be available in the future. If this is so, it may be found possible to reduce the length of the course. This will lessen the cost to Government of each teacher turned out, even if higher stipends are granted, and will increase the rate of the production of the schools. It must also be remembered

that the prospect of three years under tuition without correspondingly attractive prospects of future remuneration is a deterrent.

325. **Staff.**—One cause of weakness is being removed as fast as circumstances will allow. In the past the schools have been largely in charge of men who were themselves untrained. Three of the Government schools have now been placed under selected bachelors of teaching.

326. **Premises.**—The accommodation of these schools is generally inadequate and in some cases bad. Large sums of money will be required to bring these institutions in this respect up to the standard which obtains in other parts of India.

327. **Practice teaching.**—The fundamental problem of adequate teaching practice has so far proved a baffling one. What is required is a well managed demonstration school in close touch with the training institution, and an adequate number of neighbouring high, middle and primary classes for the students to practise upon under supervision.

328. **Expenditure.**—Since June 1912 the amount of the stipends has been Rs. 7 and Rs. 6 per head per month, respectively, in the Calcutta and Hooghly schools. In East Bengal the rate is Rs. 6. The following table shows the 1916-17 allotment to each school :—

School.	No. of stipends.	Rate.	Amount.
		Rs.	Rs.
Calcutta ...	75	7	525
Hooghly ...	75	6	450
Dacca ...	72	6	432
Chittagong ...	60	6	360
Rangpur ...	60	6	360
	Total		... 2,127

The total expenditure on first grade training schools for 1916-17 was Rs. 87,028, of which Rs. 82,056 came from Provincial funds. The corresponding expenditure for 1911-12 was Rs. 81,245, of which Rs. 76,260 came from Provincial funds.

(ii) Guru and Muallim Training Schools.

329. **Schools and pupils.**—At the end of the year 1911-12 there were 122 *guru*-training schools and classes (119 Government managed and 3 aided) with 1,877 *gurus* attending them. There were also 2 training classes attached to the Dacca and Chittagong Madrassahs with 49 *moulvis* under training ; these classes have since been abolished.

At the close of the year 1916-17 there were 118 *guru*-training schools and classes (115 Government and 3 aided) with 1,988 pupils attending them. The three aided *guru*-training schools were under mission management.

Of the 118 schools returned at the end of 1916-17, 76 were located in the two divisions of Western Bengal and the rest (including the training classes attached to the Dacca and Chittagong Normal Schools and the Rangamati High School) in the Eastern Bengal districts. This disproportion is due to the attempt of the Government of Bengal (as formerly constituted) to introduce two *guru*-training schools into each subdivision, while the aim of the Government of Eastern Bengal and Assam was to establish in each district a school of a better type, which would be capable of accommodating a larger number of students. Of the 115 Government schools, 6 were intended for the training of *mianjis* or *muallims*, 3 in the Presidency, 2 in the Burdwan and 1 in the Chittagong division.

The loss of 4 schools during the quinquennium is explained by the fact that 3 *guru*-training schools, viz., those at Baktiarnagar in the Burdwan district, at Manikpat in the Hooghly district and at Mollahbalia in the Nadia district were abolished for want of candidates, while the Panchagar and Alipur Duars training schools in the Rajshahi division were amalgamated.

330. **Number of gurus trained.**—In 1916-17, 928 *gurus* completed their course against 757 in 1911-12. The following table shows the number of *guru* pupils who appeared at the *guru*-training school examinations in the

past five years and the number who have obtained certificates during the same period in the several divisions of the Presidency :—

Division.	Total No. of schools on the 31st March 1917.	No. of candidates.					Number of passes.				
		1912-13.	1913-14.	1914-15.	1915-16.	1916-17.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.
1. Burdwan ...	33	225	181	190	222	242	196	87	139	178	166
2. Presidency (excluding Calcutta).	42	282	228	278	340	295	149	133	157	88	76
3. Calcutta ...	1	3	3	7	6	8	2	1	1	2	5
4. Dacca ...	17	274	287	300	327	359	180	217	239	263	314
5. Chittagong ...	9	133	123	134	143	146	115	94	111	138	123
6. Rajshahi ...	16	236	242	248	294	299	126	139	175	245	244
Total ...	118	1,153	1,064	1,157	1,332	1,349	768	671	822	914	928

331. **Examination qualifications.**—Considering the very poor prospects of the trained teachers in primary schools, it is not a matter of surprise that it is difficult to secure a class of men who will take the trouble to be trained and whose qualifications are such as to make them worth training. The most the trained man can hope for is an addition of Rs. 4 to his miserable pay, which means that he may possibly earn some Rs. 15 a month. The raising of the stipend to Rs. 10 has induced a certain amount of competition for places in the training schools and this is a hopeful sign. While it is sound to provide stipends which will be sufficiently large to support students in training, it would not be good policy to make the stipend an object in itself and so to attract students who may drift away to other work at the end of their course. The only satisfactory way in which to obtain eager recruits for training is to improve substantially the prospects of trained as distinguished from untrained teachers. This principle is of general application to all grades of teachers.

332. **Ordinary *versus* professional studies.**—Another problem that arises is, whether men of such low qualifications are better employed during the period of training in the improvement of their own general education and in making sure of the subjects that they will have to teach, or whether the greater part of their training course should be devoted to exercise in the technique of their profession. It would appear that the lower the initial qualifications, the greater is the necessity of following the former course.

333. **Practice teaching.**—Practising schools are attached to each *guru*-training school, but these schools are generally far too small to serve adequately the purpose for which they are intended. These schools are not popular.

The actual problem of the primary school teacher is how to teach a large number of children of varying standards at one and the same time. Modern theory has laid stress on the necessity of grouping school children into classes, but in the circumstances of poor accommodation and equipment, and unpunctual attendance prevailing in most of the primary schools of Bengal it is open to consideration whether the old "dame school" system of having tasks learned and heard in turn on the spot has not something to be said in its favour. It certainly is slow and wasteful, but so is any system that attempts the impossible. While this may be admitted there can be no question that the *guru*-training school should be made a means of progress towards class teaching, provided the students in training are made capable of teaching two classes at once, and of dealing with a larger number of classes when the necessity arises. In some few places attempts are being made to secure adequate practice in neighbouring schools but the supervision of this work by ill-qualified *pandits* is generally of little use, and the amount of walking involved is very tiresome especially in the hot weather, and the rains.

334. **Divisional examination.**—During the quinquennium a divisional *guru*-training school examination with uniform sets of questions for all the *guru*-training schools in a division was instituted to secure uniformity of standard among the passed *gurus*.

335. **The Outturn.**—Though inspectors of schools in different divisions take varying views as to the usefulness or otherwise of *guru*-training schools as at present constituted, all are agreed that there is room for great reform.

336. **Improved buildings already erected.**—In Eastern Bengal new buildings of the improved type have been constructed during the period under review at the following places :—

Rajshahi Division—

1. Rampur Boalia.
2. Dinajpur.
3. Pabna.
4. Naogaon.
5. Jalpaiguri.
6. Nilphamari.
7. Bogra.
8. Malda.

Chittagong Division—

9. Kaliajuri.
10. Aliganj.
11. Feni.
12. Chakaria.

Dacca Division—

13. Mymensingh.

From 1914-15 the *guru*-training school at Jalpaiguri has been working under the improved scheme. A B. T. has been appointed as headmaster and he is assisted by two vernacular teachers. The number of *gurus* under training is 40.

337. **Total cost.**—The total expenditure on all the *guru*-training schools for the year 1911-12 was Rs. 1,78,558, of which Rs. 1,61,762 came from Provincial revenues and Rs. 16,796 from fees and other sources. The total expenditure for 1916-17 was Rs. 236,174, of which Rs. 2,17,986 came from Provincial revenues and the balance Rs. 18,188 from fees and other sources.

The training of women teachers.

Introductory.

338. **The present position.**—An examination of the figures given at the beginning of the chapter on the education of girls will show the increasing number of girls coming under instruction, and will prove that the problem is really urgent. It is especially important that qualified women teachers should be found for the higher stage of the education of school girls.

While all this is true it has also to be borne in mind that peculiar difficulties and dangers surround the young woman who in loneliness sets out to teach in a *mufassal* school. This is especially the case where the pay is so poor as not to afford a proper means of support. Even if trained teachers were available, therefore, the problem of staffing schools with women teachers would be one needing the most careful handling.

339. **Institutions.**—At the end of the previous quinquennium there were 7 training institutions with 111 women students. At the end of the quinquennium under review there were in all 11 institutions with 134 women students attending them.

340. **Expenditure.**—In 1911-12 the total expenditure on all the training institutions for women was Rs. 43,472, towards which Government contributed Rs. 25,045, municipal funds Rs. 390, fees Rs. 3,103 and other sources Rs. 14,934. The total cost for 1916-17 is returned as Rs. 55,266, of which Rs. 40,420 was met from Provincial revenues, Rs. 320 from municipal funds, Rs. 4,245 from fees and Rs. 10,281 from other sources.

341. **Classifications of schools for women teachers.**—The institutions for training women teachers fall into two classes, viz., those which deal with teachers of the higher classes in secondary schools, and those which train teachers for the lower classes of those schools and for primary schools.

(i) Training of Women teachers for higher classes of secondary schools.

342. **Institutions of collegiate standard.**—These are two in number, neither of them being Government institution :—

(*a*) The Diocesan College (aided) which is affiliated to the Calcutta University for the B. T. and L. T. courses, and

(*b*) the Loreto House training class (unaided) which prepares students for the L. T.

The following table shows the results of the work of these institutions during the quinquennium :—

	B.T.		L.T.			
	Diocesan College.		Diocesan College.		Loreto House.	
	Number		Number		Number	
	Sent in.	Passed.	Sent in.	Passed.	Sent in.	Passed.
1912-13 ...	...	...	...	...	...	...
1913-14 ...	4	4	...	...	2	2
1914-15 ...	6	3	...	...	4	4
1915-16 ...	10	10	...	...	...	...
1916-17 ...	6	6	1	1	4	4
Total ...	26	23	1	1	10	10

The Lady Principal of the Diocesan College feels strongly that the University syllabus is in need of revision. She remarks that if a girl has taken her B. A. in such a combination as English, Sanskrit and philosophy (as many do) there is no guarantee that she knows thoroughly the ordinary school subjects such as Bengali, arithmetic, geography, history and nature study. To attempt both this work and the professional course in one year is hopeless and so the Lady Principal desires a two years' course for the B. T. The same conclusion was arrived at at the end of the last quinquennium by the Principal of the Dacca Training College who is quoted in the last review as saying :—

"I am convinced that the B. T. should be a two years' course. The first year would be devoted to the content and special methods of teaching school subjects. We find that some subjects, especially history and geography, have not been touched since the student was in class VII of the high school and even earlier, and the impression is that anyone can teach them so long as he is a few hours in advance of his class, or even if he has the advantage of a book in his hand. While we try to remedy this as far as we can, we find the time-table far too crowded."

The existing arrangements for training women teachers for secondary schools are expedients which have been adopted because, in the present financial difficulty caused by the war, it has not been found possible to start the Government training college for women which has long been under consideration. Steps have, however, been taken to prepare for the time, when the establishment of such a college will become possible.

343. **Proposed Training College at Calcutta.**—In March 1913, the Female Education Committee of the Presidency considered the question of the secondary training of school mistresses and recommended that a general training college for women teachers should be established in Calcutta. Accordingly in February 1914 a fully representative committee was appointed to discuss details in connexion with the establishment of such a training college.

Details were settled and a definite scheme was submitted to Government. It was suggested that the college, which should be of the residential type, should be located to start with in rented premises at Ballyganj. The ultimate cost of the scheme was estimated at Rs. 46,724 a year recurring and Rs. 16,160 non-recurring. A sum of Rs. 40,000 was reserved in the recurring Imperial allotment of Rs. 2,44,000 for the purpose and it was suggested that

the non-recurring part of the scheme should be met out of the savings in the recurring allotment just referred to. Government generally accepted the scheme but decided to keep it in abeyance owing to financial conditions.

(ii) Training of women teachers for primary schools and the lower classes of secondary schools.

344. **Numbers and cost.**—In 1911-12 there were two Government and five missionary training schools. In 1916-17 there were two Government and seven aided missionary institutions connected with the training of lower grade teachers. Their names are given below with their cost to Government directly or by grants-in-aid for the last financial year and the number under training in each in March 1917 :—

Government Institutions.—(1) The Calcutta Hindu Widows' training class at Ballyganj, 16 pupils, Rs. 4,118.

(2) The training class attached to the Eden High School at Dacca, 22 pupils, Rs. 12,430.

Aided institutions (missionary).—(1) The United Missionary Training College at Ballyganj, Calcutta, 22 pupils, Rs. 5,750 from Government and Rs. 320 from the Calcutta Corporation.

(2) The Lee Memorial Training Class, Calcutta, 8 pupils, Rs. 2,128.

(3) The Free Church Female Training Class, Calcutta, 11 pupils, Rs. 2,563.

(4) St. Mary's Training Class, Calcutta, 8 pupils, Rs. 960.

(5) The Church of England Zanana Mission Training School, Krishnagar, 21 pupils, Rs. 3,631.

(6) The Wesleyan Mission Training Class, Bankura, 4 pupils, Rs. 1,040.

(7) The Kalimpong Mission Training Class, Darjeeling district, 11 pupils, Rs. 600.

With the aid of the Imperial allotments 20 (12 junior and 8 senior) training stipends have been created. This is reported to have proved a great boon ; and it is expected that these stipends will improve the output of trained women teachers in the near future.

345. **Courses of studies and examinations, Eastern Bengal.**—The training classes attached to the Eden High School, Dacca, still follow the courses outlined on page 79 of the last Quinquennial Review of Eastern Bengal and Assam. There are three departments : (*a*) English, (*b*) middle vernacular and (*c*) women's upper primary. In consequence of the abolition of the Central Board of Examiners for Eastern Bengal and Assam the training school examinations are now conducted by the Inspectress of Schools, Dacca circle, who exercises general supervision over the training classes.

The following table indicates the number of candidates presented for examination and the number of successes during the quinquennium :—

	No. sent in.	No. passed.
1912-13	13	10
1913-14	4	2
1914-15	16	15
1915-16	10	8
1916-17	11	10
	—	—
Total ...	54	45
	—	—

346. **Courses of studies and examinations, Western Bengal.**—The training classes in Western Bengal prepare girls for junior and senior vernacular teachership examinations conducted by the Inspectress of Schools, Presidency and Burdwan divisions. These classes follow courses laid down by the Inspectress under whose general supervision and control they work.

347. **Results of the senior and junior vernacular teachership examinations.**—The results of the senior and junior vernacular teachership examinations for the last five years are as follows :—

	No. appeared.		No. passed.	
	Junior.	Senior.	Junior.	Senior.
1912-13	54	19	40	15
1913-14	28	21	17	17
1914-15	57	13	45	10
1915-16	51	26	35	18
1916-17	55	18	39	14
Total ...	245	97	176	74

The mission training classes train teachers mainly for their own schools though a few of their pupils enter Government service or accept posts in non-mission schools. There is great need for the development of training institutions under Government.

Some schemes and some problems.

348. **Training classes in Dacca.**—The proposed Calcutta training college for women is to provide for the training amongst others of women at about the matriculation standard. One of the classes now carried on at the Eden High School in Dacca is already of this standard. It has been decided to close this class, when the Calcutta college is opened and to take the classes for the training of women primary school teachers as soon as possible away from the Eden High School. The training of these primary school teachers will then be carried on in a separate institution in Dacca which will be in the closest touch with the work of the primary schools for girls in the town. A scheme for this re-organisation on a new basis was considered by a committee and was submitted to Government in September 1915. It has not been found possible as yet to establish this training school owing to lack of funds.

349. **The Ballyganj school.**—The Hindu Female Teachers' Class at Ballyganj, Calcutta, the continuance of which on the present improved basis has been sanctioned by Government, stands in need of further development. The Inspectress of Schools, Presidency and Burdwan divisions, is of opinion that the future of education of Hindu girls is bound up with its welfare, as it is the only source in Western Bengal from which Hindu women teachers can be drawn.

350. **The training of Muhammadan women.**—A scheme for the establishment of a *pardanashin* training class for Muhammadan mistresses at Calcutta has already been submitted to Government, but it has been kept in abeyance owing to the abnormal financial conditions consequent on the war, although provision for the scheme has been made in the Imperial allotment of Rs. 2,44,000 for female education.

351. **Prospects and accommodation.**—Emphasis must, in conclusion, be again laid on the necessity of providing fair prospects and decent accommodation before suitable women can be expected to offer themselves for training or indeed to enter into the work of teaching at all. The Inspector of Schools, Dacca division, remarks :—

"Except in schools in urban areas and under direct Government management the large majority of teachers in girls' schools do not get more than Rs. 2 a month. The first step is to provide a living wage."

CHAPTER VII.

Professional, Technical and Industrial Education.

General Statistics.

352. **Tables showing general statistics.**—The two tables given below summarise the position at the close of the quinquennium so far as that can be indicated by statistics :—

TABLE I.

Showing the statistics of Colleges for Professional Training.

Class of Institutions.	Number of Institutions.			Number of Pupils.			Expenditure in 1911-12.						Expenditure in 1916-17.						Percentage of increase (+) or decrease (-) in the expenditure.		
	1911-12.	1916-17.	Increase (+) or decrease (-).	1911-12.	1916-17.	Increase (+) or decrease (-).	Provincial revenues.	District funds.	Municipal funds.	Total Public funds (cols. 8, 9 and 10).	Fees and other sources.	Total (cols. 8, 9, 10 and 12).	Provincial revenues.	District funds.	Municipal funds.	Total Public funds (cols. 14, 15 and 16).	Fees and other sources.	Total (cols. 14, 15, 16 and 18).	Public funds.	Private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Law (including pleadership classes).	9*	9	...	1,157	2,912	+151·6	27,037	...	...	27,037	71,234	98,271	30,000	...	...	30,000	1,85,879	2,15,879	+10·9	+160·9	+119·6
Medicine	1	2	+100	680	964	+41·7	2,33,844	...	...	2,33,844	59,385	2,93,229	2,09,047	...	...	2,09,047	1,12,598	3,21,645	−10·6	+89·6	+9·6
Engineering ...	1	1	...	319	284	+12·3	2,04,932	...	...	2,04,932	28,372	2,33,304	2,09,750	...	...	2,09,750	24,045	2,33,795	+2·3	−15·2	+·2
Veterinary	...	1	...	...	148		In 1911-12 the figures of this institution were not included in the educational reports.						1,30,358	...	...	1,30,358	154	1,30,512	...	...	...
Total ...	11	13	+18·1	2,156	4,308	+99·8	4,65,813	...	...	4,65,813	1,58,991	6,24,804	5,79,155	...	...	5,79,155	3,22,676	9,01,831	+24·3	+102·9	+44·3

* The figures of the pleadership class attached to the Hooghly College were not included in the returns for 1911-12

TABLE II.

Showing the statistics of Art Schools, Medical Schools, Engineering and Surveying Schools, Technical and Industrial Schools and Commercial Schools.

Class of Institutions.	Number of Institutions.			Number of Pupils.			Expenditure in 1911-12.						Expenditure in 1916-17.						Percentage of increase (+) or decrease (-) in the expenditure.		
	1911-12.	1916-17.	Percentage of increase (+) or decrease (-).	1911-12.	1916-17.	Percentage of increase (+) or decrease (-).	Provincial revenues.	District funds.	Municipal funds.	Total public funds (cols. 8, 9 and 10).	Fees and other sources.	Total (cols. 8, 9, 10 and 12).	Provincial revenues.	District funds.	Municipal funds.	Total public funds (cols. 14, 15 and 16).	Fees and other sources.	Total (cols. 14, 15, 16 and 18).	Public funds.	Fees and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Schools of Art ...	4	5	+25	606	667	+10·06	40,225	...	340	40,565	44,827	85,392	37,950	...	450	38,400	22,850	61,25	−5·3	−49·02	−28·2
Medical Schools ...	10	9	−10	2,238	1,119	−5·3	78,107	...	...	78,107	70,010	1,48,117	84,488	...	...	84,488	32,815	1,17,303	+8·1	−53·7	−20·9
Engineering and Surveying Schools.	1	7	+600	287	343	+19·5	52,618	...	...	52,618	11,572	64,190	66,964	...	...	66,964	16,760	83,724	+27·2	+44·8	+30·4
Technical and Industrial Schools.	50	59	+18	1,862	2,035	+9·2	60,568	24,560	3,234	88,362	1,01,354	1,92,716	75,653	36,604	155	1,12,612	88,710	2,01,322	+27·4	−14·9	+4·4
Commercial Schools...	16	16	...	838	738	−11·9	19,287	...	...	19,287	29,566	48,853	24,069	...	...	24,069	21,306	45,375	+24·7	−27·8	−7·1
Total ...	81	96	+13·5	5,831	4,902	−15·9	2,50,805	24,560	3,574	2,78,939	2,60,329	5,39,268	2,89,324	36,604	605	3,26,533	1,82,441	5,08,974	+17·06	−29·9	−5·6

Law Colleges and Classes.

353. **Institutions, students and expenditure.**—The institutions for the study of law are : the University Law College, Calcutta, the Law Departments of the Dacca and Ripon Colleges and the pleadership classes attached to

the Hooghly, Krishnagar, Rajshahi, Chittagong, Midnapore and Berhampore Colleges. In 1911-12 pleadership classes were also attached to the Metropolitan Institution, but these classes were abolished in 1916-17. The total number of law students attending all institutions on 31st March 1917 was 2,912 against 1,157 on the corresponding date of 1912. Of the total number of students on 31st March 1917, 2,691 were Hindus, 207 Muhammadans, while 14 were of other races. The corresponding figures for 1911-12 were 1,088; 66; and 3 respectively. The total expenditure on all the colleges and classes for 1916-17 was Rs. 2,15,879 against Rs. 98,271 in 1911-12.

Medical Colleges and Schools.

354. **Colleges, students and expenditure.**—At the end of the quinquennium under review the number of medical colleges was two against one at the end of the previous quinquennium. The increase is explained by the fact that during the last year of the quinquennium a medical college under private management was opened at Belgachia. On 31st March 1917 there were 964 students on the rolls of the two colleges against 680 on the rolls of the Calcutta Medical College on 31st March 1912. The number of students in the Calcutta Medical College increased during the quinquennium by 226. During the year 1916-17 the total expenditure on the two colleges was Rs. 3,21,645, of which Rs. 3,03,515 was for the Calcutta Medical College. In 1911-12 the total expenditure on the Calcutta Medical College was Rs. 2,93,229.

355. **Schools, pupils and expenditure.**—The number of these schools at the end of 1916-17 was returned as 9 against 10 at the end of 1911-12. On 31st March 1917 there were 1,119 students in these schools. The total expenditure on all the schools during the year 1916-17 was Rs. 1,17,303 against Rs. 1,48,117 in 1911-12.

The Bengal Veterinary College, Belgachia.

356. The statistics of this institution are included in the educational returns for the first time this year. On 31st March 1917, it had 148 students on its rolls against 110 on the corresponding date of 1912. The total cost of this institution for 1916-17 was Rs. 1,30,512 of which Rs. 1,30,358 came from Provincial revenues and Rs. 154 from fees.

ENGINEERING COLLEGES AND SCHOOLS.

The Civil Engineering College, Sibpur.

357. **Students in the various departments.**—On 31st March 1917, there were 284 students on the rolls of the College as against 319 on 31st March 1912. The number of engineer students on the rolls has fallen off during the quinquennium by 12 and that of apprentice students by 27, while the number in the artisan classes has increased by 14. In 1911-12 there were 10 students in the industrial chemistry department which was closed during the period under review.

358. **Classification of students according to race or creed.**—The number of students classified according to race or creed in the various departments of the College on 31st March 1917 was as follows :—

	Engineer department.	Apprentice department.	Artisan department.	Total.
Europeans and Anglo-Indians ...	4	35	...	39
Hindus	77	114	39	230
Muhammadans	2	4	8	14
Indian Christians	...	1	...	1
Total ...	83	154	47	284

359. **Expenditure.**—The total expenditure on the College during the year 1916-17 amounted to Rs. 2,33,795, the cost to Provincial revenues being Rs. 2,09,750. The proportion met by fees and other sources was Rs. 19,233 and Rs. 4,812, respectively. In 1911-12 the total expenditure was Rs. 2,33,304 of which Rs. 2,04,932 came from Provincial revenues, Rs. 15,994 from fees and Rs. 12,378 from other sources.

360. **The development of the various departments during the quinquennium.**—

(*a*) The training of mining engineers is now a special branch of the curriculum of the apprentice department. The course extends over four years. The sub-overseer examination is taken at the end of the second year; then the instruction becomes specialised and the diploma examination is taken at the end of the fourth year. In the case of students who do not pass the sub-overseer examination Government have decided that the first year of the special three years' course in mechanical and electrical engineering sanctioned in Government order No. 134, dated the 10th January 1914, should be recognised as an alternative qualification for admission to the two years' special course for the mining diploma of the Sibpur College. The Government of India in their letter No. 318, dated the 4th April 1917, have sanctioned as an experimental measure for five years the proposal to reduce the course of study required for the mining diploma examination from two years to one year in the case of students who have already passed the overseer examination either in the civil or in the mechanical and electrical engineering branch, subject to the condition that each student should spend at his own expense at least eight weeks of the college vacation at a colliery in order to make up for the reduction of time spent in the college mining camp.

(*b*) The opening of dyeing classes at Sibpur was sanctioned by the Secretary of State on an experimental basis for three years in his despatch No. 194 Public, dated the 4th December 1908. The classes were opened in November 1911, and the experimental period expired in November 1914. The further continuance of these classes was sanctioned in the Secretary of State's despatch No. 179, dated the 2nd October 1914. This sanction extended only up to the close of the session ending August 1917. In spite of all attempts to make the scheme a success the classes failed to attract students and the response at the end of the last session was so poor that it was decided to make no fresh admissions. This decision was conveyed by the Local Government in their General Department order No. 245T.—G., dated the 8th June 1916, in which the closing of the higher classes in dyeing with effect from August 1916 was ordered. It was however decided that the artisan classes in dyeing should be allowed to continue at Sibpur.

361. **B. E. and I. E. examinations.**—In 1916-17, 11 candidates appeared for the B. E. examination and 6 or 54·5 per cent. passed; 37 appeared for the I. E. examination and 13 or 35·1 per cent. passed. In 1911-12, 19 candidates appeared for the B. E. and 16 or 84·2 per cent. passed; 31 appeared for the I. E. and all of them passed. During the quinquennium under review 94 students were presented for the B. E. examination of whom 58 or 61·7 per cent. passed. For the I. E. examination 154 students were sent up, of whom 54 or 35·07 per cent. passed.

362. **Discipline.**—In July 1916 the Hindu students of the College went on strike. The classes were closed and the students were sent away. The ringleaders were expelled or rusticated, while other students were re-admitted after payment of a fine. All scholarship holders were deprived of their scholarships.

363. **Proposal for the training of mechanical engineers.**—At the request of the Governing Body of the Civil Engineering College, a sub-committee

consisting of Messrs Hornell, Adams, Heaton and Harnett took up the question of the training of mechanical engineers in Bengal. There are at present two systems of training. The first is that by which a boy enters the Sibpur College from school at the age of about 16 or 17 and studies at the College for four years. He then goes through a practical course in the college workshops for one year. The second is that by which a boy at the age of 15 to 18 becomes apprenticed for about five years to a railway or other workshop. During this period he obtains a meagre amount of theoretical instruction. The one system turns out a college product with little practical experience, while the second turns out a practical man with insufficient theoretical knowledge. In neither case is the product fitted for the more responsible grades of his profession. The point for consideration by the sub-committee was whether these two systems could not be brought together. What is wanted is that the College should influence the workshops and the workshops the College. The suggestions are that the tests which boys are now required to pass before they are taken as apprentices into workshops should be unified and placed in the hands of a representative board, that the facilities for theoretical instruction available for the apprentices in the shops should be improved and that a scheme should be inaugurated whereby the most promising workshop apprentices should after their fourth year in the shops be given a chance of joining the Sibpur College for a period of study there.

364. **The proposed move to Ranchi.**—The development of the Sibpur College has been seriously prejudiced by the prolonged uncertainty as to its future. It was apparently the late Mr. Slater's ambition that the College should be moved from Sibpur. At any rate, so long ago as February 1905, the Government of Bengal asked the Government of India to allow them to sell the property to the Port Commissioners of Calcutta. Two years later—February 1907—a definite scheme was submitted to the Government of India for the sale of the property to the Port Commissioners and for the removal of the college to Ranchi. The cost of reconstructing the College at Ranchi was estimated at about 17 *lakhs*. In 1910 the Government of India having sanctioned the sale of the property, the Local Government came to a settlement with the Port Commissioners—the latter agreeing to purchase such portions of the property as the Local Government were in a position to sell for Rs. 13,63,742. It was then discovered by the Local Government that it would cost not 17 *lakhs* to reconstruct the college at Ranchi but Rs. 23,97,542.

365. **Unhealthiness of Sibpur.**—The chief grounds put forward for the removal of the College from Sibpur were those of health. Most emphatic statements were made and repeated on this point. Not only was the site said to be unhealthy, but the climate also was declared to be so enervating that no satisfactory work was possible either among the students or among the members of the staff. The proximity of Calcutta was also reported to be detrimental to the morals and discipline of the students, and the Government of India were told that the Board of Visitors, which consisted of prominent European and Indian gentlemen, was unanimous as to the desirability of removing the college. Moreover the College buildings at Sibpur were condemned as entirely unsuitable.

366. **First suggestion that a technical institute is required in Calcutta.**—The sale having been settled, the views of the authorities seem to have changed. At any rate one of the Reports contains the following passage :—

> One of the wants for example which will presently have to be satisfied when the Sibpur College is removed to Ranchi is that of a Government technical institute for Calcutta which will provide for the teaching of mechanical and electrical engineering and industrial chemistry. Subjects such as these can only efficiently be taught in the localities where the corresponding industries are carried out, and Calcutta has already established itself as a recognized centre for the former and will most likely become the chief centre of the Province for the last named industry as well.

367. **The Calcutta Technological Institute.**—Then started a series of discussions which eventuated in 1913 in the Calcutta Technological Institute scheme.

368. **The training of civil engineers.**—The Calcutta Technological Institute was to supplant the Sibpur College in all its departments except the civil engineering department.

369. **A civil engineering college as part of the Dacca University scheme.**—The Dacca University project was conceived about this time and the Government of Bengal in their letter No. 1169, dated the 30th July 1912, directed the Dacca University Committee to consider the question of establishing a residential college for the training of civil engineers as a part of the new university. The committee considered that this was desirable, and the establishment of a civil engineering college at Dacca became part of the Dacca University scheme. The total estimated cost of the college, capital and recurring, was Rs. 6,88,000 and Rs. 1,20,000, respectively.

370. **The Hon'ble Babu Surendra Nath Roy's resolution in Council.**—On 28th February 1914, the Hon'ble Babu Surendranath Roy moved a resolution in the Bengal Legislative Council to the effect that the proposal to abolish the Civil Engineeing College at Sibpur be dropped and that the said college might be either retained at Sibpur or, if its present site be considered unsuitable,—

(*i*) be removed to a suitable site in Calcutta or its immediate vicinity,

(*ii*) be made a branch of the proposed technological institute in Calcutta.

The position which those who supported the resolution took up was that they had no objection to a civil engineering college as a part of the proposed Dacca University, but that what they did object to was the proposal that Calcutta should be deprived of facilities for higher civil engineering instruction. The debate was finally focussed by the Hon'ble Mr. (now Sir) S. P. Sinha, the resolution being withdrawn by the mover on the understanding that the question of the training to be afforded to civil engineers would not be completely dealt with and settled, so far as the Government of Bengal were concerned, before the Public Services Commission had considered the subject.

371. **The healthiness of the site to be investigated.**—Government have recently ordered the Sanitary Commissioner to investigate the sanitary conditions of the Sibpur College and to submit a report.

The Dacca School of Engineering.

372. **Scope.**—At the beginning of the quinquennium the School consisted of three departments, viz. :—

(1) the apprentice department.

(2) the survey department.

(3) the artisan department.

The survey department was abolished in January 1915.

373. **Students.**—On 31st of March 1917, there were 118 students on the rolls of the School against 287 on 31st of March 1912. Of the 118 students on 31st March 1917, 108 were Hindus, 7 Muhammadans and 3 Indian Christians. On 31st of March 1912 there were 273 Hindus, 13 Muhammadans and 1 Buddhist. The decrease in the number of students is due to the abolition of the survey classes. The above figures do not include the artisans who numbered 56 on 31st of March 1917 against 23 on 31st of March 1912.

374. **The apprentice department.**—During the years 1914-15 and 1915-16 the School had the privilege of preparing candidates for the overseer examination in mechanical and electrical engineering as well as in civil engineering. After the Presidency of Bengal had been created, it was found unnecessary to develop and maintain two separate institutions in the same Presidency, both teaching the mechanical and electrical course, specially in view of the small number of candidates and the inadequate staff and equipment at Dacca. The mechanical and electrical branch was therefore abolished with effect from 1st April 1916.

375. **Examinations.**—The following table shows the results of the school at the overseer and the sub-overseer examinations held during the five years of the quinquennium :—

	1916-17.			1915-16.			1914-15.			1913-14.			1912-13.		
	Appeared.	Passed.	Percentage.	Appeared.	Passed.	Percentage.	Appeared.	Passed.	Percentage.	Appeared.	Passed.	Percentage.	Appeared.	Passed.	Percentage.
Overseer examination.	30	16	53·3	50	29	58	53	40	75·5	55	28	50·9	40	32	80
Sub-overseer examination.	34	23	67·6	37	22	59·5	33	15	45·4	56	38	67·9	48	30	62·5

376. **The artisan department.**—The number of artisans in the School has been steadily increasing and now stands at 56. The following are the crafts or trades in which artisans are trained at this institution :—(1) carpentry, (2) black-smithy, (3) fitting, (4) turning and (5) moulding.

377. **The survey department.**—The survey department once consisted of two classes—one was for those reading for the *amin* certificate, the other was for those reading for the surveyors' certificate. The former was a fourteen months' course and the latter a two years' course. The students who passed the *amin* examination could obtain the *amin* certificate and leave the institution, or, if they wished, they could continue in the surveyors' class and appear for the surveyors' certificate at the end of the second year. The classes were closed in January 1915 after the establishment of a survey school at Mainamati under the Government Survey Department. In January 1917 a scheme was submitted to Government aiming not only at the revival of the *amin* classes at Dacca but also at linking up the Dacca class with the Mainamati Survey School by providing that successful *amin* students at Dacca might enter the second year class at Mainamati, if their knowledge of English was found to be adequate. The scheme which is estimated to involve a capital expenditure of Rs. 600 and a recurring expenditure of Rs. 3,010 per annum, was sanctioned by Government in April 1917.

Sub-Overseer classes at Technical and European Schools.

378. **A general closing down.**—At the opening of the quinquennium the following schools taught up to the sub-overseer standard :—

(1) The District Board Technical School, Burdwan ;
(2) The Diamond Jubilee Industrial and Technical School, Rajshahi ;
(3) The Elliott Bonomali Technical School, Pabna ;
(4) The Government Technical School, Barisal ;
(5) The Elliott Artisan School, Comilla ;
(6) The Mahisadal Raja's Technical School, Midnapore ;
(7) The Bayley Govindalal Technical School, Rangpur ;
(8) The Victoria School, Kurseong ;
(9) The Goëthals' Memorial Orphanage, Kurseong.

The sub-overseer classes were abolished during the quinquennium at the Elliott Artisan School, Comilla, the Government Technical School, Barisal, and the Bayley Gobindalal Technical School, Rangpur.

The Mahisadal Raja's Technical School, Midnapore, proved an utter failure and has been closed. The Barisal and Comilla Technical Schools are now industrial schools only.

Land has been acquired for the Barisal School but the buildings have not yet been constructed. The Bakarganj District Board have withdrawn their grant of Rs. 2,000 to the school for stipends for artisans, as being against the provisions of the Local Self-Government Act. The Rangpur District Board have for the same reason withdrawn the grant of Rs. 4,100 hitherto paid for the maintenance of the Rangpur Technical School. These amounts are now being met from the Education Department budget.

379. The sub-overseer classes of East Bengal were in considerable demand during the quinquennium which immediately preceded the period now under review. The Dacca Industrial Conference of 1909 recommended the maintenance of these schools with reorganized staffs and improved workshops. The Government of Eastern Bengal and Assam decided that those schools which were not under Government should be provincialised. This has not been done, because the quinquennium under review has witnessed a great falling off in the demand for admission to these sub-overseer classes. I am unable to regard this as a matter for great regret. It seems to me that if a boy wants to be trained as an engineer in a school or a college he is likely to receive a much more thorough training at Sibpur or Dacca. Moreover, civil engineers of the overseer grade are being overproduced. Mechanical, electrical and mining engineers are wanted but they cannot be trained at these *mufassal* centres. The proper function for these *mufassal* schools is to be industrial institutions working in close touch with the local industries. As such they should not in my opinion be Government institutions but schools controlled by local authorities.

B classes.

380. **A failure.**—In the beginning of the quinquennium B classes existed in connexion with the following schools in the Presidency :—

(1) The Mritunjoy High English School, Mymensingh.
(2) ,, Mymensingh Zilla School.
(3) ,, Dacca Collegiate School.
(4) ,, Barisal Zilla School.
(5) ,, Pabna Zilla School.
(6) ,, Rangpur Zilla School.
(7) ,, Rajshahi Collegiate School.
(8) ,, Comilla Zilla School.
(9) ,, Midnapore Collegiate School.
(10) ,, Khulna Zilla School.

Of these the B classes attached to the Mritunjoy High English School were closed in 1912, the Comilla class in 1913, the Midnapore class in 1914, the Mymensigh Zilla School class in 1915 and the Barisal class in 1917. There is a proposal to start a B class in connexion with the Darjeeling High English School.

These classes have been a failure. Any bifurcation of studies must fail, so long as the matriculation examination dominates the secondary school curriculum. No boy will go into a B class, if in his parent's or his own estimation he has any chance of passing the matriculation examination. A boy whose chance of passing the matriculation examination is despaired of is not as a rule a very bright specimen.

Mining instruction other than that given at Sibpur.

381. **Instruction at the mining centres.**—I have already explained how the training of mining engineers is dealt with as a special branch of the curriculum of the apprentice department of the Sibpur College. Instruction for those who are actually working in mines is also given by means of off-shift classes held at four centres in the coal fields. As the result of the creation of the Bengal Presidency the two mining lecture centres of Sijua and Jherria are now within the jurisdiction of the Government of Bihar and Orissa ; these centres continued under the control of the Mining Education Advisory Board. Mr. H. C. Read has recently been appointed sole lecturer for all the centres. In 1912-13 a sum of Rs. 2,000 was sanctioned from the Imperial grant for technical education for the purchase of apparatus for use in connexion with the lectures at the two Bengal centres. In 1913-14 an equal amount was also sanctioned and from the same source.

382. **The Mining Education Advisory Board.**—The instruction given in the coalfields has been controlled for some time by the Mining Educational Advisory Board. The mining classes at Sibpur were previously outside the

sphere of the Board's influence, but there was a special mining sub-committee of the Board of Visitors of the Sibpur College. By Government notification No. 4347, dated the 3rd December 1915, the Mining Educational Advisory Board and the mining sub-committee of the Board of Visitors was amalgamated and called the Mining Education Advisory Board. The function of the new Board is to control all mining education in Bengal and in Bihar and Orissa.

383. **Deputation of Messrs. Roberton, Adams and Glen George to England.**—In terms of the Government of India, Finance Department, letter No. 163, dated the 28th May 1914, Mr. E. H. Roberton was placed on special duty for a period not exceeding four months of his furlough for the purpose of visiting some of the principal mines and mining institutions in Great Britain with a view to instituting inquiries into the subjects taught and the method of teaching them. Mr. Roberton was to work in consultation with Messrs. Adams and Glen George. In January 1916, these gentlemen submitted a combined report which was forwarded to the Local Government.

384. **The special Mining Education Advisory Committee, 1913-14.**—The Government of Bengal acting jointly with the Government of Bihar and Orissa appointed in 1913 a committee to advise on mining education in the two provinces. The Committee met in November and December 1913 under the presidency of Sir Duncan Macpherson and submitted a report which recommended—

(1) the opening of a school of mines at Dhanbad, and
(2) the improvement of the existing evening classes in the coalfields.

The cost of the proposed school of mines was estimated by the mining committee at Rs. 5,56,000 capital and Rs. 98,000 recurring. The cost of extending and improving the evening classes in the coalfields was estimated at Rs. 1,51,000 capital and Rs. 71,000 recurring. The coal mining industry who were asked to provide one-third of the recurring annual expenditure of the latter scheme were not prepared to do so. The scheme has been held in abeyance during the currency of the war.

The teaching of surveying.

385. **A Survey Sub-Committee.**—A sub-committee consisting of Mr. Heaton, Major Hirst and Mr. Henderson was appointed by the Government of Bengal in 1914 to consider and report on the general question of the teaching of surveying in the Presidency.

As a result of the sub-committee's report which was submitted to Government in September 1915, the following scheme was sanctioned :—

(1) The technical schools at Rangpur, Pabna and Rampur Boalia are to continue to give instruction in elementary surveying on a vernacular basis in accordance with a syllabus prescribed by Government. The survey class at Dacca which is now to be revived is to conform to the same standard.
(2) The course of study in all these institutions is to extend over one year only and the schools are to be inspected from time to time by the Director of Surveys, Bengal.
(3) No survey school is in future to issue certificates of its own to the students who have completed their course.
(4) A common examination is to be held for all the survey schools on the basis of the common syllabus. The question papers are to be set in Bengali and the answers may be written in the same language, but if any student wishes to answer in English he should be allowed to do so.
(5) An examination board consisting of (*i*) the Director of Surveys, Bengal (President), (*ii*) the Superintendent of Industries, Bengal (Secretary), and (*iii*) the Headmaster, Dacca School of Engineering (Member), is to arrange for the examination of survey students and to appoint an officer to conduct all the practical tests so as to ensure uniformity. Successful candidates are to be granted *amin* certificates under the signature of the Secretary to the Board.

(6) The Survey School at Mainamati in Comilla—this is not under the Education Department—is to be retained on a permanent basis. The first year course in this institution conforms to the one year syllabus now prescribed and when the scheme now outlined has been brought into effect the second year course of instruction in survey will be given only in the Mainamati School. The students for this course will be chosen by the Director of Surveys on the results of the examination of the first year students and as the second year course will be taught, as at present, through the medium of English, a knowledge of English will be an essential qualification for admission.

386. **The function of these survey classes.**—I have suggested in paragraph 379 that the future of the *mufassal* technical schools was as industrial schools in close touch with local industries. There is, however, no reason why these schools should not have survey classes. What these classes should really do is to train men for employment in connexion with *zamindaries.*

The Pleaders' Survey Examination.

387. **The new scheme.**—A new scheme was brought into force with effect from April 1910 by which classes for practical instruction to pleaders intending to qualify themselves for the execution of commissions in surveying were to be opened for six weeks at the Civil Engineering College, Sibpur, the Bihar School of Engineering, the Dacca School of Engineering and the Cuttack Survey School. The first examination under the new scheme was held in February 1912, and out of 24 candidates 5 passed. In 1913, out of 41 candidates 9 passed. In 1914, 8 passed out of 38, In 1915 7 passed out of 30. In 1916, 8 passed out of 30.

The Joint Technical Examination Board, Bengal and Bihar and Orissa.

388. **Present area of jurisdiction and title.**—On the reconstitution of the Presidency of Bengal the sphere of influence of the Board was made to extend over the Presidency of Bengal and the Province of Bihar and Orissa. The Board has therefore now the designation "Joint Technical Examination Board of the Presidency of Bengal and the Province of Bihar and Orissa."

389. **Affiliated major institutions.**—The following major institutions are affiliated to the full (upper subordinate) standard :—

(1) The Civil Engineering College, Sibpur.
(2) The Dacca School of Engineering.
(3) The Bihar School of Engineering.

390. **The full certificate course.**—To obtain a full course certificate students must undergo a year's practical training in the college or school workshop after passing the overseer examination. This practical training may also be arranged under district or executive engineers or with a recognised firm.

391. **Affiliated minor institutions.**—The following minor institutions are affiliated to the Board up to the sub-overseer standard :—

(1) The District Board Technical School, Burdwan.
(2) The Diamond Jubilee Industrial and Technical School, Rajshahi.
(3) The Elliott Bonomali Technical School, Pabna.
(4) The Victoria School, Kurseong.
(5) The Goëthals Memorial Orphanage, Kurseong.
(6) The Government Industrial School, Ranchi.

392. **Courses of instruction.**—The sub-overseer course is of two years' duration as is also the overseer course.

The overseer course has two branches : (1) the civil and (2) the mechanical and electrical. The Sibpur College is the only institution which teaches students in both the branches.

393. **The three years' mechanical and electrical course.**—The Government of Bengal in their letter No. 134, dated 10th January 1914, sanctioned the introduction at the Sibpur College of a three years' overseer course in the mechanical and electrical branch. Students taking this course are not required to pass the sub-overseer examination.

394. **Examinations.**—The following table shows the results and percentage of passes of the overseer and sub-overseer examinations :—

Overseer.				Sub-Overseer.			
Year.	No. of candidates.	No. of Passes.	Percentage of passes.	Year.	No. of candidates.	No. of passes.	Percentage of passes.
1909 ...	78	21	26·9	1909 ...	305	163	53·4
1910 ...	114	82	71·9	1910 ...	317	105	33·1
1911 ...	84	38	45·2	1911 ...	292	113	38·7
1912 ...	109	68	62·3	1912 ...	302	173	57·2
1913 ...	101	78	77·2	1913 ...	228	133	58·3
1914 ...	107	63	58·8	1914 ...	194	123	63·4
1915 ...	109	84	77·1	1915 ...	142	81	57·1
1916 ...	98	61	62·2	1916 ...	151	96	63·5
1917 ...	70	49	70·	1917 ...	135	92	68·1

Schools of Art.

395. **The Government School of Art, Calcutta.**—Below are some extracts from the quinquennial report of Mr. Percy Brown, the Principal :—

The policy of the School.—The object of the School is to guide, direct, and encourage "the special artistic tendencies of the people." Its work is to restrain, control, and instruct the art workman in the preparation of his designs and to develop his technical skill. Its aim is to provide a wholesome art education for all classes of people, and to instil into the mind of young India the good there is in the country's art. * * * * * Not the least important part of the School's work therefore consists in a resuscitation of the indigenous æsthetic sense.

Organisation.—The arrangement of the School into five departments is as follows :—(1) elementary department, (2) industrial department (3) draftsman department, (4) teachers' department and (5) fine art department. This has been found to work out most satisfactorily. The complete course of five years has also been found a sufficient training for the ordinary art student.

* * * *

Study of historic art.—Students are attracted to the School of Art from all parts of India, stipendiaries having been sent from Mysore, Hyderabad, Bettia, Assam, United Provinces, Bihar and Orissa and several districts of Bengal. The students are therefore encouraged to study the traditional art of their country as a composite whole, and thus to gain a comprehensive idea of Indian Art, not by its provinces, but by its historic schools. This course is provided for by means of the easy access the students have to the Indian Museum, which is annexed to the School, and contains probably the finest collection of oriental art in the world. For those who desire to make finished studies of any Museum example, a system of loans from the Museum collection has been instituted, and a member of the school staff is employed solely in dealing with this important part of the art students' training.

* * * *

Changes in staff.—In 1915 Mr. A. N. Tagore who had been Vice-Principal since 1905 was compelled to resign on account of ill-health. In 1916 this vacant appointment has been filled by Mr. J. P. Ganguli.

Practical work.—From time to time certain "outside commissions" are undertaken in various classes of the School, as these are found to stimulate the staff and students into producing work up to a professional standard. In this connexion, a number of models were prepared for the Victoria Memorial, being modelled in clay and cast in the school.

* * * *

Numbers.—There were in March 1917, 282 students on the rolls against 273 in March 1913. Of 282 students, 2 were Europeans, 3 Indian Christians, 86 Hindu Brahmins, 85 Kayasthas, 14 Baidyas, 14 Muhammadans, 1 Buddhist and 77 Hindu non-Brahmins (other than Kayasthas and Baidyas). The average monthly roll number during the year 1916-17 was 267·4.

Expenditure.—The total expenditure incurred during the year 1916-17 was Rs. 41,173 against Rs. 22,142 in 1912-13. The increase is due to the fact that the salaries of the Principal and of the Vice-Principal, who were on leave, were not

drawn in 1912-13, and also to the periodical increment of the pay of the staff. The amount contributed by fees in 1916-17 was Rs. 4,873. The corresponding figures for 1911-12 were Rs. 4,087.

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396. **Examinations.**—At the final examination of the school held in 1916-17, 31 candidates appeared and 28 qualified for certificate. Of these 25 were Hindus, 1 was a Muhammadan and 2 were Indian Christians.

397. **Other schools of art.**—According to the returns there were 4 other schools of art in the Presidency with 385 pupils reading in them. In 1911-12 the corresponding figures were 3 and 326. During the year 1916-17 Rs. 20,077 was incurred on these schools of which Rs. 1,650 was contributed by Government. In 1911-12 the expenditure was Rs. 41,080 towards which municipal funds paid Rs. 340.

Music schools.

398. There were four music schools for Indian pupils in the district of Bankura with 50 pupils. A new school was started in the same district in April 1917.

In 1914 an annual grant of Rs. 5,000 was sanctioned in favour of the Conservatoire de Musique, Calcutta, but the grant was withdrawn in 1915-16. A Calcutta school of music has recently been established. It promises to be a valuable institution.

Commercial schools.

The Government Commercial Institute, Calcutta.

399. **Administration.**—During the period under review the Institute remained under the charge of Mr. G. K. Sen, the officiating Principal, who is assisted by a staff of Indian lecturers for both the day and evening classes.

Since 1915 the administration of the Institute has profited materially by the formation of the Government Commercial Institute Board with certain powers of control. The Commercial Course Advisory and Examination Board which was previously in existence and which was replaced by the new Board was purely an advisory body.

400. **Number of students.**—The number of students on the rolls of the Institute in the day and evening classes in the beginning of the session rose from 202 in 1912 to 276 in 1917. The number of students who joined the different classes during each year of the quinquennium under review is shown below :—

Day classes.

	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.
Second year	20	20	17	31	20
First year	40	37	56	56	63
	60	57	73	87	83

Evening classes.

	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.
Mercantile law	5	...	15	7	4
Banking and currency	5	8	7	10	12
Insurance and annuities	7	7	6	...	6
Book-keeping (advanced)	12	5	10	5	9
Ditto (junior)	42	38	48	35	47
Shorthand (both sessions)	23	30	24	23	42
Typewriting (ditto)	42	35	38	58	67
Political economy	6	...	...	...	...
Accountancy—1st year	...	...	...	5	4
Ditto —2nd year	...	...	...	...	2
	142	123	148	143	193

401. **Expenditure.**—The total expenditure of the Institute for 1916-17 was Rs. 20,584 of which Rs. 16,388 came from Provincial revenues and Rs. 4,196 from fees. The Principal reports that no expenditure was incurred on account of the allowances for lecturers on modern English and political economy in the evening classes, as no classes could be formed in these subjects for want of a sufficient number of students.

402. **Examinations.**—The number of candidates who appeared at the commercial course final and special examinations in the five years of the quinquennium under review from this institute and the number of those who passed are shown in a tabular form below :—

	1912.		1913.		1914.		1915.		1916.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
Final examination ...	15	5	12	4	14	4	13	3	21	9
Special examinations.										
Mercantile law	5	5	4	2	...	...	4	3	2	2
Banking and currency ...	6	4	3	3	5	2	3	1	5	4
Annuities and insurance ...	...	...	5	2	3	1	1	..	...	...
Book-keeping (advanced) ...	11	7	6	3	2	...	2	1	1	...
Book-keeping (junior) ...	13	8	16	3	16	11	20	7	7	4
Shorthand.	26	14	14	6	14	10	20	14	8	2
Typewriting.	19	12	16	6	15	11	17	10	7	2
Political economy ...	3	3	4	4	...	...	...	..	...	...

403. **Changes during the quinquennium.**—During the quinquennium under review there was an improvement in the standard of admission. Many candidates who now join it are matriculates. The hours of the day classes which were previously 11 A.M. to 2-45 P.M. have been extended to 4 P.M. Type-writing classes are held both during and outside the class hours under the direction of the lecturer, to suit batches of students taking up a particular group from among the optional subjects. An accountancy and auditing class was opened in the middle of July 1915. In 1914-15 a special grant of Rs. 8,100 was made to the Institute for the purchase of modern standard typewriters of different makes and 19 new typewriters were added.

404. **Difficulties.**—But there has been and still is a good deal which is disappointing in the work of the Institute. One would have thought that in a place like Calcutta a training which could make a man a capable clerk would be in great demand. But no! A university course is the only thing which it really is worth while to treat seriously. If a student cannot take up the university course, he may try the Commercial Institute or the apprentice department of the Sibpur College, but it will be as a disappointed man, one who is distinctly a second class bridegroom. Such a youth will make little effort to complete the course. The smallest ofier will tempt him away and he will jump at any belated chance to enter an arts college.

405. **Demand for successful students.**—The Principal reports that demand for successful candidates from the Institute is steadily increasing and is now more than can be met. Even unsuccessful candidates in the final examination passing only in shorthand and typewriting or book-keeping are in demand. It is reported that many passed students of the Institute are now drawing salaries ranging from Rs. 60 to Rs. 200 a month and that some of them are doing very well in their respective spheres.

406. **The employment of ex-students in mercantile offices.**—In 1913 Mr. Lee, the President of the Government Commercial Institute Board, prevailed upon the Bengal Chamber of Commerce to circulate a letter to its members, asking each of them to state the number of vacancies in their

respective offices and to make it a rule to take passed students of the Institute wherever possible. It is reported that the number of *ex*-students of the Institute now employed in mercantile offices in Calcutta exceeds 1,500, but that of those some 400 only hold the certificate of the Institute. Mr. Sen remarks that the number is not large and that it seems to indicate that employers do not always insist on taking Commercial Institute men. Of course they do not. Mr. Sen has painted a word picture of the "nepotic *burra babus* barring the way against the successful students of the Institute in the interests of their friends and relatives." These things are so and so they will presumably continue. The European merchant may be presumed to know his own business, and doubtless the *burra babu* system of recruitment has its convenience. It is, however, I think, fair to remind the Calcutta merchant that it is idle to be always railing at Government for their so-called educational policy which multiplies unfit graduates and neglects technical and commercial education, so long as the *burra babu's* nephew, who has just passed the matriculation examination in the 3rd division is preferred to the boy who has at least been at some pains to fit himself for office work. Of course if the Commercial Institute student is of no more value in an office than the ordinary matriculate, or if he has to start with an entirely inflated idea of his own value to importance—then it is natural, as also fair and right, that the mercantile office should have nothing to do with him. But the Bengal Chamber of Commerce has its representatives on the Board and if there are shortcomings and defects they can point them out. The Institute, as it is, is very far from perfect, but it is capable of almost infinite development. The question is whether if Government could establish and maintain a really effective commercial school in Calcutta the *burra babu* recruitment system would not still prove too much for it.

407. **The Commercial Institute certificate as a passport to a Government office.**—It has always been a grievance with the authorities of the Commercial Institute that Government does not accept their certificate as a passport to clerkships in the Secretariat and other Government offices. On the other side it has been contended that it would not be to the real advantage of the Institute that it should be regarded as a stepping stone to employment in a Government office, and that it ought not to be a hardship to the successful Commercial Institute student that he should have to compete at the Secretariat Clerkship Examination. The reasonableness or otherwise of the last contention depends largely on the subjects of the examination.

408. **Evening classes.**—The table set out in paragraph 400 above shows the number of students who in the course of the quinquennium availed themselves of the evening classes. There has been a certain demand for typewriting, shorthand and book-keeping but very little for the other subjects and in all subjects excluding shorthand, typewriting and book-keeping there has been a steady decrease. A class in accountancy and auditing was formed in 1915. This class attracted some capable students who came with a view to preparing themselves for the qualifying examination for auditors and accountants which is required under recent legislation. Unfortunately Government have not yet been able to decide on the arrangements which they propose to make in connexion with this examination. No information was or is available for students and the class has melted away. Mr. Sen remarks that it is not surprising that his countrymen will not attend evening classes in commercial subjects, seeing that they are lacking in commercial enterprise. It was suggested during the quinquennium under review that all this would be changed, if the Calcutta University instituted a degree of commerce: But some doubted!

Private commercial schools.

409. Eight aided and 7 unaided commercial schools were returned under this head with 185 and 418 pupils, respectively, in them at the end of the year 1916-17. Of these 4 were for girls with 145 pupils. The total expenditure on these schools was returned as Rs. 24,791, of which Rs. 7,681 came from Provincial revenues.

The Government Weaving Institute, Serampore.

410. **Aims of the institution.**—The object of the Institute is to provide two distinct grades of instruction in the best and latest methods of hand weaving, viz.—

(*a*) to young men possessing a fair degree of education, who would qualify as teachers, overseers, managers of hand weaving factories—organisers of the industry. The matriculation examination of the Calcutta University has been fixed as the lowest standard of admission to this class ;

(*b*) to actual hand-loom weavers and their sons. No educational qualifications have been prescribed for these students, but they have to be weavers by caste or profession.

The Institute also serves as a centre from which instruction is given to weavers through schools of weaving organised at different centres of the industry. These are described in this report as outlying or district centres.

411. **Outlying centres.**—There are five outlying centres, giving a practical course of 3 to 6 months' duration, viz.,—

(*1*) Bankura.
(*2*) Cox's Bazar.
(*3*) Malda.
(*4*) Pabna.
(*5*) Tangail.

412. **Curriculum of studies.**—In the higher classes of the Serampore Weaving Institute the following subjects are taught :—

First Year.—Fabric structure, design and analysis of cloth, weaving mechanism, yarn preparation, textile fibres, spinning, sketching of textile machinery, freehand, model and engineering drawing, principles of colour, and mensuration.

Second Year.—Fabric structure, design and analysis of cloth, weaving mechanism, yarn preparation, spinning, historic ornament, construction of works, engineering, drawing and mechanics.

Since 1916 it has been found necessary to add two more subjects to the syllabus, viz., mensuration and mechanics, as an elementary knowledge of these subjects is necessary for the students of the higher classes. In a similar way the students who are admitted to the higher classes possess no knowledge of freehand, model and geometrical drawing, in consequence of which much time has to be devoted to the study of these subjects, which should have been learnt prior to their coming to the Institute. Efforts are made to teach the students of this class, as far as possible, to the standard of the Manchester School of Technology in the above mentioned subjects, and judging from the mid-sessional and annual examinations the results seem fair.

The Principal is not, however, satisfied with the knowledge the students acquire in the theory and practice of weaving and strongly recommends that early measures may be taken to extend the period of instruction to three years at least in the higher class.

413. **Artisan classes.**—The students of the artisan classes of the Institute as well as of the district schools are taught the following subjects :—design and analysis of cloth ; freehand drawing.

The instruction in these subjects is given in the vernacular, and as much time as possible is devoted to teaching the artisans drawing and pattern designing to enable them to improve their present patterns, and to make original designs. The period of instruction in this class also has been found to be inadequate.

414. **Numbers.**—On 31st March 1917 there were 78 students of both classes on the rolls of the Institute, and 56 students attending the district schools. It may be stated that the Institute has been working at a great disadvantage during the last five or six years owing to the absence of permanent buildings of its own and that a number of students have been

refused admission. The present numbers could easily be doubled, especially those of the artisan classes.

415. **Expenditure during the last five years.**—The table below shows the expenditure incurred during each of the five years :—

Year.	The Serampore Institute.	Outlying Centres.	Remarks.
	Rs.	Rs.	
1912-13 ...	28,687	1,368	
1913-14 ...	29,620	2,294	
1914-15 ...	40,689*	3,511	* Includes special grant of Rs. 11,026 for power loom and buildings.
1915-16 ...	25,740	5,314	
1916-17 ...	30,167	5,835	

416. **Hostels.**—There are three hostels attached to the Institute for Hindu, Muhammadan and Christian boarders.

417. **Employment of passed students.**—The war has made it difficult for the *ex*-students of the higher classes to find lucrative employment. Most of the business houses have had to reduce their establishment very considerably, and capitalists who were enterprising enough to open small weaving factories have closed their doors owing to the uncertainty of the times. These abnormal conditions have primarily affected the students of the higher class. Out of a total of 61 students who completed their course of training in the higher classes during the quinquennium, 51 were successful in obtaining employment on salaries varying from Rs. 20 to Rs. 200.

418. **Proposed dyeing class at Serampore.**—It has been explained in paragraph 360 above that when Government in 1916 ordered the closing of dyeing department of the Sibpur College, they decided that the dyeing class for artisans should continue at Sibpur. This was found to be impracticable and it was subsequently decided that dyeing should be taught at Serampore in connexion with the weaving classes. All weavers require some practical knowledge of this subject.

419. **Peripatetic instruction scheme.**—The question of the appointment of peripatetic demonstrators at outlying centres is under consideration. The introduction and spread of fly shuttle looms in the villages cannot be given effect to efficiently through the medium of the outlying weaving schools alone. Mr. Hoogewerf proposes that each of the outlying centres, of which there are at present five, should have attached to it a peripatetic village demonstrator who would travel about the adjacent villages, demonstrating the advantages of the fly shuttle loom, and assist in the creation of weavers' co-operative credit societies and urban banks, etc.

420. **Advances to weavers.**—The scheme which was sanctioned during the quinquennium provides for the following advances :—

(1) Advances repayable within two years to members of the higher class up to the maximum of five in number in any year, each to the value of the plant installed but not exceeding Rs. 420 in any year ;

(2) advances repayable within three years to the students of the lower or artisan class up to the maximum of thirty-five in any year but not exceeding Rs. 100 each.

The maximum disbursements on such advances which are to be made from the annual grants for provincial loans at the disposal of the Local Government are not to exceed Rs. 5,600 in any year.

The sanction of the Local Government was obtained in November 1916 to certain rules for advances and a form of agreement and advances amounting to Rs. 4,000 were for the first time given out under Mr. Hoogewerf's supervision during the year 1916-17. At Bankura the instalments of the advances are being repaid punctually ; information in respect of other centres is not yet available.

421. **The hand-weaving industry needs to be organised.**—Mr. Hoogewerf pleads that Government should make a real effort to organise the

hand-weaving industry. So far as I am able to judge Mr. Hoogewerf is pleading for something which is eminently practical. The organisation of an industry is not the function of a Department of Education and it is for this sort of work that a Department of Industries is so badly needed. But a beginning can certainly be made on the basis of existing arrangements, provided that Mr. Hoogewerf be given the additional staff which he requires. When the Industries Department is established the whole of the scheme which now centres round the Serampore Institute can be transferred to it, if needs be.

422. **The textile department of the Calcutta Technological Institute.**—A textile department was included in the scheme for the Calcutta Technological Institute; the Serampore Weaving School was to be closed and the textile department of the Institute was to be evolved from this nucleus.

423. **Development of the Serampore Weaving Institute.**—The creation of a Calcutta Technological Institute seems now to be the most shadowy of dreams. On the other hand something must be done as soon as possible for the Government Central Weaving School at Serampore. The work which centres round this institution has been comparatively successful, but the accommodation at Serampore is hopelessly inadequate and bad. It is a great pity that the only really successful industrial work which is being attempted should be hampered in this way. There is no advantage whatever in carrying on the work at Serampore. Neither expansion nor improvement is possible there and the land which was bought by Government some time ago for a new weaving school is quite inadequate for the purpose. I have long since come to the conclusion that the removal of the Weaving Institute from Serampore is imperatively urgent and that land should be acquired near Calcutta, preferably on the river bank, and that on this land should be constructed buildings suitable for the Weaving Institute. I think that sufficient land should be acquired to admit of the expansion of the Institute's scope and am of opinion that the scope should be extended as soon as possible so as to include cotton spinning by power, jute spinning by power, jute weaving by power, dyeing by hand and power, cotton, silk and wool weaving by hand. In fact I think that early steps should be taken to develop the Serampore Weaving Institute into a technological institute for textile industries. I think that the industries concerned should be made to contribute towards this. The staff of the Institute should be such that it could control the outlying schools and the peripatetic staff and other agencies employed for the control and encouragement of the weaving industry throughout the Presidency.

City and Guilds Examinations.

424. **Examinations.**—These examinations have been held annually in Bengal since the year 1911. Candidates for examination in textile subjects are examined in the Government Weaving Institute, Serampore, and those in non-textile subjects are examined in the Government Commercial Institute, Calcutta. For practical work in engineering subjects, candidates have to appear at the Sibpur College.

The following table gives the number of candidates who have entered for these examinations since the year 1912 in textile and non-textile subjects, respectively :—

Year.	Number appearing.		Number passed.	
	Textile.	Non-textile.	Textile.	Non-textile.
1912 ...	44	25	7	19
1913 ...	48	22	24	7
1914 ...	54	20	34	6
1915 ...	42	30	23	7
1916 ...	42	27	28	9
Total ...	230	124	116	48

State Technical Scholarships.

425. One or two State technical scholarships of the value of £150 a year tenable ordinarily for two years in Europe or America, are allotted each year, to this Presidency.

The subject is selected by the Local Government in consultation with local bodies, leading industrial firms and selected individuals. As far as possible subjects are selected according to the industrial requirements of the Presidency.

The following scholarships were awarded during the quinquennium :—

1912— 2 scholarships in mechanical and electrical engineering.
1913— 1 scholarship „ „ „
1914— 1 scholarship in mechanical engineering.
1 „ in electrical „
1915— 1 „ in electrical „
1 „ in architecture.
1916— 1 „ in motor engineering.

None of these scholars have as yet returned to India.

Industrial Schools.

426. These are really artisan schools and the artisan school is a growth arising out of the policy of 1854, the policy of providing practical instruction for the masses in their own employment ; as a rule carpentry, tinsmithy, sometimes blacksmithy and brass work, and more rarely basket work, are taught. As has been explained in paragraph 386 some artisan schools contain a section which prepares candidates for work on *zamindars'* estates. The artisans are as a rule more or less illiterate and instruction in the 3 R's is given or is supposed to be given in addition to the training in the workshops. A brief account of the more important schools is given below :—

(1) The Bogra Industrial School.

This is a Government school and has been in existence since 1908. Instruction is given in carpentry, blacksmithy and tinsmithy. The total expenditure for 1916-17 was Rs. 7,764 and the sale-proceeds from manufactured articles amounted to Rs. 1,971. Some *ex*-pupils of the school have been appointed as woodwork instructors in certain middle English and middle vernacular schools on an average pay of Rs. 25 per month. The number of pupils is now 45, of whom 27 are Muhammadans.

(2) The Rangpur Technical School.

The Sub-Overseer classes were closed in 1914, but the classes in surveying are maintained, as well as the courses for artisans in carpentry and blacksmithy. The workshops are at present reported to be very busy with the execution of work for the District Board. The number of artisans is 31. In the survey department there are 33 students in the second year and 18 in the first year.

(3) The Barisal Technical School.

The Sub-Overseer classes were closed in 1915. Since then the School is being conducted as an industrial school, teaching carpentry, blacksmithy and tinsmithy. There are at present 36 artisans in the school. During the year 1916-17 the expenditure was Rs. 16,176 against an income of Rs. 5,828. From 1911 to 1916 81 artisans left the school and all are said to be suitably employed. The District Board, Bakarganj, has been patronizing the school by giving it large orders for furniture.

(4) The Calcutta Technical School.

The classes are held on Tuesdays, Wednesdays and Fridays from 5-30 to 7 P.M.

The school is controlled by a committee of 7 of whom the Superintendent of Industries and the Inspector of European Schools, Bengal, are *ex-officio* members. There are 86 pupils on the rolls, of whom about one-third are Indians. The annual expenditure of the school is about Rs. 7,000 of which Rs. 2,000 is met by an annual grant from Government.

(5) The Khulna Technical School.

This is a purely artisan school. It was started in 1905 with 11 pupils in carpentry. In November 1905 a one year *amin* course was added. In September 1913 the *amin* class was abolished.

(6) The Artisan School, Comilla.

The Sub-Overseer classes were closed in September 1916, and the superior staff has been reduced, by the District Board, Tippera, to the Superintendent and the Teacher Clerk. The school is at present run as a purely industrial school, teaching carpentry, blacksmithy, tinsmithy and moulding. There are altogether 57 pupils on the rolls. In addition about 60 boys from the Zilla School attend the school for two hours once a week to obtain instruction in manual training work. The expenditure for 1916-17 was Rs. 9,032 of which Rs. 5,616 was met by the District Board, Tippera, and Rs. 3,386 from sale-proceeds of manufactured articles.

(7) The Hat Chapra Industrial School, Nadia.

The school was started in 1900 by the Rev. G. H. Bradburn of the the Church Missionary society. In 1913 the sale-proceeds from manufactured articles amounted to Rs. 12,000. Since the outbreak of the war the School has been passing through a critical stage and the authorities of the institution have recently appealed to the Department and the public for assistance.

(8) The Faridpur Industrial School.

The school was formerly under the Australian Baptist Mission. About four or five years ago it was taken over by the Australian Board of Baptist Foreign Missions. The institution was first started in Pabna as a weaving school and was moved to Faridpur in 1911. The school is now under the supervision of the Rev. F. E. Paice. The school receives a monthly grant of Rs. 100 from Government.

(9) The Industrial class, Chittagong.

In 1916, Government sanctioned the establishment of a vernacular industrial class at Pahartoli in the district of Chittagong. The Assam-Bengal Railway is to provide accommodation for the school and to contribute Rs. 300 towards the capital and Rs. 50 per month towards the recurring expenditure, Government providing a capital grant of Rs. 50 and a recurring grant of Rs. 20 per month towards this expenditure. The class was started with effect from 1st March 1917.

(10) The Kalimpong Mission Industrial Schools.

Numbers.—These schools are under the direct supervision of Mrs. J. A. Graham.

The following statement shows the average monthly number on the rolls during the quinquennium :—

Schools.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.		
1. Kalimpong Central Lace School.	1	1	1	1	1	Number of schools.	Girls.
	71	62	53	49	43	Average roll	
2. Branch Lace Schools ...	5	5	4	5	5	Number of schools.	,,
	87	74	57	58	59	Average roll	
3. Kalimpong Embroidery	1	1	1	1	1	Number of schools.	,,
	21	28	28	30	38	Average roll	
4. Branch Embroidery Schools.	3	3	...	1	1	Number of schools.	,,
	29	26	...	11	15	Average roll	
5. Weaving	1	1	1	1	1	Number of schools.	,,
	21	30	32	36	40	Average roll	
6 Carpentry ...	1	1	1	1	1	Number of schools.	Boys.
	30	28	21	24	32	Average roll	
7. Tailoring ...	...	1	1	1	1	Number of schools.	,,
	...	8	7	9	17	Average roll	
8. Boys' Gardening ...	...	...	...	1	1	Number of schools.	,,
	...	...	...	2	2	Average roll	

Proceeds of sale of goods.—The amount received by selling goods of all the departments in each year of the quinquennium is shown below :—

	Rs.
1912-13	17,869
1913-14	25,644
1914-15	19,173
1915-16	25,300
1916-17	30,664
Total ...	1,18,650

Financial position.—The table below illustrates the financial working of the schools during the quinquennium :—

Serial Number.		Receipts.										Total receipts during the quinquennium.	Expenditure.					Total expenditure during the quinquennium.
		1912-13.		1913-14.		1914-15.		1915-16.		1916-17.			1912-13.	1913-14.	1914-15.	1915-16.	1916-17.	
		Government grant.	Other sources.	Government grant.	Other sources.	Government grant.	Other sources.	Government grant.	Other sources.	Government grant.	Other sources.							
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	Kalimpong Lace Department.	1,500	8,595	1,875	10,805	1,625	7,649	1,384	7,497				9,803	12,398	9,240	9,391		
2	Kalimpong General Department. (Tailoring and embroidery, knitting and crochet work.)	...	6,653	200	7,608	260	6,239	220	8,988	5,530	34,974		7,181	9,313	5,885	10,697	40,504	
3	Kalimpong Weaving Department.	650	1,201	1,000	2,334	975	2,579	824	3,827				2,368	4,806	5,195	5,139		
4	Kalimpong Carpentry Department.	540	3,464	675	7,389	585	5,134	504	6,208				3,861	7,127	5,104	5,706		
	Total ...	2,690	19,913	3,750	28,136	3,445	21,601	2,942	26,520	5,530	34,974	1,49,501	23,113	33,644	25,424	30,933	40,504	1,53,618

427. **The general problem of the industrial school.**—Most of the artisan schools are not very successful—the Kalimpong school is a notable exception but then this school is creating new local industries and in so doing it has some capable organizing capacity behind it and the organizers are not looking for any profits for themselves, either immediate or eventual. The Church Missionary Society school at Hât Chapra is also promising, but it is struggling with considerable financial difficulties due mainly to the entire lack of capital.

Some general remarks.

428. **A quinquennium of schemes and discussions.**—The period under review has been a season of schemes and discussions. Let us hope that we emerge from it with clearer aims, for there is little enough of solid achievement to be recorded. True there is the war, but the bill which covers the following items was likely to have proved a formidable one even in normal times of peace and prosperity, viz. :—

	Capital cost.	Recurring cost.
	Rs.	Rs.
(1) The Dacca Industrial Scheme	13,70,000	2,53,000
(2) The Dacca University Engineering College ...	6,88,000	1,20,000
(3) The Calcutta Technological Institute ...	10,20,000*	5,46,484
(4) The School of Mines ... ... with its connected scheme for extending and improving the oftshift classes in the coal-fields	5,56,000 1,51,000	98,000 71,000

* On the assumption that the Imperial Secretariat building could be made available.

And yet the last three of these schemes hang together, for the Calcutta Technological Institute as designed could not have been created until the Sibpur College was closed and the closing of Sibpur would presumably have involved the establishment of another civil engineering college of the highest grade and a school of mines.

429. **An efficient system of primary and secondary schools is the fundamental need.**—When so much has been written I hesitate to offer any views of my own but I cannot forbear from stating my conviction that important as technical and industrial institutions undoubtedly are, the commercial and industrial development of the Presidency depends at the present juncture not so much on them, as on the primary and secondary schools. Mathew Arnold, who was not only a Poet but an Inspector of Schools, was continually urging on his countrymen the necessity for organizing their secondary schools ; and there is a story of a distinguished foreigner who as a result of a visit which he paid to England not many years ago, said that what the country needed, if she was to maintain her commercial supremacy, was not more technical institutions but more effective general schools. My own view is that until we have laid the foundations of a reasonably efficient system of primary and secondary schools we ought to scrutinize most zealously every rupee that it is proposed to spend in the field of university and higher technical education. While literacy is the privilege of the comparatively few, every one who can read and write thinks that an office stool at least is his due. When all possess the privilege, then there is at least some chance of those whose intelligences have been sharpened by instruction continuing to work at the primary vocations of agriculture and industry. And after all the professions are secondary; they are the superstructure built upon industry and agriculture. If industry and agriculture were to cease, the professions would automatically disappear.

430. **The limitations of technical and industrial schools.**—Coming closer to the problem which is before us, while declining with the District Administration Committee "to express a definite opinion how far technical education could of itself go towards creating industries and how far in the presence of a system of highly organized exploitation of local products on

western lines, the theoretical training of Indian students may be regarded as sufficient to enable them to make good their footing as industrialists", I think that it is well to realize that technical and industrial schools have their limitations. The main impediments to the advancement of industries and trade in India are the lack of capital and of markets. The former want is being met to some extent by the co-operative societies' movement. As regards the latter I have seen it stated, and it appears reasonable, that the salvation of the Indian artisan does not lie in obtaining foreign markets, but in regaining the home markets he has lost. In the home markets the advantages are in his favour. The upshot of all this is that while there are no grounds for suggesting any relaxation in the efforts to improve technical education, other methods which promise more definite results must be tried, and doctrinaire objections should not be allowed to stand in the way of these experiments. Government must be prepared to experiment, demonstrate and organize in the industrial field. As Mr. Hoogewerf points out in connexion with the weaving industry when the industry has been organized and its methods generally improved, this would be largely the work of peripatetic demonstrators, then there will be a genuine demand for the instruction which the technical school can impart.

431. **The relation between the Education Department and the Department of Industries.**—A great deal has been written on the question whether technical and industrial schools should be under the Education Department or the Department of Industries, where one exists. On general principles I am in favour of a strong Department of Education which should develop in co-ordination all the various aspects of the educational system. I have always advocated this and opposed any transfer of technical colleges or schools from the Education Department. But the question of the relative spheres of activity of the Departments of Education and Industries is one which I should decide on local considerations of practical convenience rather than on general principles. While I know that the Director of Industries, if he is to effect anything, will have to proceed by means which are in no sense educational and while I think that it would be unwise to impose upon him to start with any responsibility in connexion with existing technical or industrial schools, I do not consider it would be either logical or wise to deprive him of all influence over these institutions. If these institutions do not bear on the development of industry, what is the use of them? If they do, surely the Director of Industries ought to have some say. There are now so-called schools with very little which is scholastic about them. If under the influence of the Director of Industries, these institutions can be made to serve a more useful purpose by being converted into something which is in no real sense a school at all, so much the better. It makes very little difference what they are called. I am doubtful whether general uniformity of treatment is either possible or desirable. If the Director of Industries found that he could take an industrial school over and make any practical use of it in any scheme which he had in hand in developing local industries, then I would say let him take that school over. But let things be as they are until an Industrial Department has not only been started but has been working for some two or three years. It is idle to discuss details of machinery when we are still absolutely vague as to what it is practicable for us to attempt.

432. **The Director of Industries and expert staff.**—The most urgent thing is to do something for the Government Central Weaving School. The idea of Mr. Nathan and those who framed with him the Calcutta Technological Institute report was that the Principal of the Calcutta Institute should also be Director of Industries for Calcutta and the Presidency and Burdwan divisions and that the Principal of the Dacca Institute should be Director of Industries for Eastern Bengal. Both these Directors were to be under the Director of Public Instruction. Government have since decided that there is to be one Director of Industries for the whole Presidency and that he will probably not be responsible, for the first two or three years of his incumbency at any rate, for instruction in any form or for any industrial schools or colleges. I certainly approve of this decision, but I agree with what was stated by Mr. Nathan and others, viz., that a Director will be able to do little, if anything, in the matter of investigating industries, unless he has at least some expert staff. I should

place as soon as possible at the Industrial Director's disposal the staff of a well equipped textile institute (he could also make use from the outset of the staff of the Sibpur College) and I should try and enable him to work out as soon as possible some reasonable and not too ambitious scheme for Dacca on the lines of the proposals made by the Dacca Industrial Conference. Something should be done for Eastern Bengal and in this connexion it should be remembered that the Secretary of State once expressed the view that the eastern part of the Presidency should not suffer, so far as technical and industrial education is concerned, on account of the territorial readjustment which resulted in the creation of the Presidency of Bengal.

433. **Recommendations.**—What I would therefore advocate is the curtailment of the various ambitious proposals now before Government on the following lines :—

(*a*) The recruitment, as soon as possible, and the employment on the lines now contemplated by the local Government, of a Director of Industries.

(*b*) The definite abandonment for the present of the Dacca University College of Engineering and the Calcutta Technological Institute scheme and a definite announcement, after settlement with the Calcutta Port Commissioners that the Sibpur College must be retained, that as early steps be taken as possible to improve the sanitation of the place and to provide adequate accommodation for the existing and increasing needs of the institution.

(*c*) The removal of the Government Weaving Institute from its present inadequate and unsuitable quarters at Serampore to a suitable location within easy reach of Calcutta and the expansion of the Institute on the lines suggested in paragraph 423 above with a view to its ultimate development into a technological institute for textile industries. The expenditure involved to be defrayed in part by the industries concerned and the development of the Institute to be carried out, if possible, under the guidance of the Director of Industries, the staff of the Institute being used by the Director for his work in connexion with the textile industries of the Presidency.

(*d*) The elaboration by the Director of Industries of a scheme for the development of the industries of Eastern Bengal, the scheme to follow the lines worked out by the Dacca Industrial Conference, and to centre round an institute in Dacca.

(*e*) The development of the Calcutta School of Art.

CHAPTER VIII.

THE EDUCATION OF INDIAN GIRLS AND WOMEN.

Statistics.

434. **Schools and pupils.**—I may perhaps be pardoned for opening this chapter with a table :—

YEARS.	Girls' schools, public.	Girl pupils under instruction.	Hindus.	Muhammadans.
1911-12 ...	6,957	222,576	129,665	86,476
1912-13 ...	7,263	222,749	127,924	87,899
1913-14 ...	7,573	230,729	129,518	93,912
1914-15 ...	8,268	247,971	131,677	108,377
1915-16 ...	8,908	268,682	140,308	120,969
1916-17 ...	9,520	285,398	146,224	131,380

The figures for 1916-17, when compared with the figures for 1911-12, show an increase of public institutions of all classes for girls and women from 6,957 to 9,520, a rise of 36·8 per cent. and of girls and women under instruction from 222,576 to 285,398, a rise of 28·2 per cent. The figures for the last year of the quinquennium under review constitute a record.

The number of Muhammadan girls attending public schools increased during the quinquennium by 44,904, or by 51·9 per cent. In the course of the same period the number of Hindu girls attending public schools increased by 16,559, or by 12·7 per cent.

435. **Girls in the various stages of instruction.**—Over 99·54 per cent. of the girls returned as being under instruction in primary and secondary schools at the end of the quinquennium under review were in the primary stage of instruction. The percentage at the end of 1911-12 was 99·64. The proportion of girls in the secondary stage of instruction was ·45 per cent. Four hundred and ninety-one girls or ·17 per cent. were returned as being in the high stage of instruction as against 294 in the last quinquennium.

436. **Expenditure.**—The total amount spent on schools and colleges for Indian girls and women and on recognised schemes for *zanana* instruction during 1916-17 was Rs. 11,13,718. Towards this amount public funds contributed Rs. 6,90,289 or 62 per cent. In 1911-12 the corresponding amount was Rs. 8,14,151 and the public funds contributed Rs. 4,80,833 or 59 per cent.

The above totals include the expenditure incurred on account of the training of women teachers, as also the expenditure incurred on account of the 4,119 boys who were being educated in schools for Indian girls, but excludes the cost of the education of those girls who were being taught in boys' schools or in other institutions not specifically designed for Indian girls.

The Women inspecting staff.

437. **Its inadequacy.**—At the end of the year 1911-12 the staff consisted of 2 Inspectresses and 5 Assistant Inspectresses of Schools. In the course of the quinquennium 5 new Assistant Inspectresses of schools were appointed. The increase effected during the quinquennium is considerable, but it must be remembered that since the issue of the Government order (No. 185 T.—G.) of the 27th May 1916, the supervision and control of all recognised girls' schools has been invested in the Inspectresses acting directly under the orders of the Director. In other words the education of the girls and women of the Bengal Presidency, so far as that education depends on the Education Department, is practically the exclusive concern of the women inspecting staff acting under the Director of Public Instruction. Miss Hridaybala Bose, the Officiating Inspectress in Westen Bengal, refers to this change as the most important event of the quinquennium and alludes to the great simplification of work which has resulted from it. I have no doubt whatever, but that the change was a right and necessary one, but the women inspecting staff on its present

basis is not strong enough to overtake the additional work involved. As things are now, the women inspecting staff has to rely largely, especially so far as schools away from head-quarters are concerned, on the co-operation and assistance of the subordinate staff of the divisional inspectors. There is no great harm in this, provided that the necessary tact and mutual consideration are shown on either side—and I am glad to be able to report that the necessary tact and mutual consideration are almost invariably shown, but apart from the conditions which the recent transfer of responsibility involved, there is a great need for more women inspecting officers, especially in the eastern districts of the Presidency.

438. **Nationality of the inspecting staff.**—The two permanent inspectresses are Europeans; the assistant inspectresses are all Bengalees.

439. **Special touring arrangements.**—The life of a woman inspector in Bengal is an exceedingly hard one. Each member of the staff is provided at public expense with a special orderly and an *ayah* and these servants accompany her on her tours.

440. **Concessions in favour of women officers.**—It will be convenient to refer at this point to certain proposals which were submitted to Government in 1914 for improving the conditions of service in the case of schoolmistresses and women members of the inspecting staff serving under the Department. These proposals sought to provide suitable concessions in the shape of free-quarters, conveyance allowances, improved facilities for travelling, etc., for all classes of women officers. The Local Government have since sanctioned certain of these concessions, *e.g.*, (*a*) all female educational officers as well as female clerks, school matrons and school nurses who belong to the third class of Government officers, and whose pay or maximum pay is not less than Rs. 50 per month are to be treated as officers of the second class for the purposes of the travelling allowance rules, (*b*) assistant inspectresses and female inspecting officers of similar status when travelling on duty by steamer, may draw travelling allowances at first class rates.

COLLEGIATE EDUCATION.

441. The table which follows shows the women candidates from the Presidency of Bengal who have appeared at various University examinations during the years 1912-16 and with what success :—

	1912.			1913.			1914.			1915.			1916.			TOTALS FOR THE FIVE YEARS.		
	Number of candidates.	Number passes.	Percentage of passes.	Number of candidates.	Number passes.	Percentage of passes.	Number of candidates.	Number passes.	Percentage of passes.	Number of candidates.	Number passes.	Percentage of passes.	Number of candidates.	Number passes.	Percentage of passes.	Number of candidates.	Number passes.	Percentage of passes.
M.A.	...	...	...	...	...	...	3	3	100	1	1	100	3	2	66·3	7	6	85·7
M.Sc.	No candidates.																	
B.A	15	6	40	23	18	78·2	24	15	62·5	17	13	76·4	22	14	63·6	101	66	65·3
B.Sc.	...	...	...	...	...	...	...	...	...	1	...	...	1	1	100	2	1	50
I.A.	25	22	88	29	17	58·6	40	25	62·5	36	25	69·4	46	35	71·6	176	124	70·4
I.Sc.	2	2	100	...	...	...	...	...	...	...	...	...	...	...	...	2	2	100
Matriculation ...	44	37	84	57	30	52·6	75	62	82·6	58	43	76·2	82	62	76·6	316	234	74

ARTS COLLEGES.

442. There are still only three arts colleges for women and they are all located in Calcutta, viz., the Bethune College, Calcutta, the Diocesan College, Calcutta, and the collegiate department of the Loreto House School for Girls, Calcutta. The first two are affiliated to the degree standard, the third to the intermediate standard.

THE BETHUNE COLLEGE.

443. **The principal and the governing body.**—In the course of the quinquennium a post in the Indian Educational Service was created for the

principal and Miss A. L. Janau took up the post in November 1916. The governing body has recently been enlarged.

444. **The staff.**—At the close of the quinquennium the staff consisted of the principal, 3 professors (men) and 4 lecturers (3 men and 1 woman). Some lectures were also delivered to the college students by two members of the Bethune collegiate school staff, one of whom was a woman.

445. **Miss Janau's criticism.**—Commenting on the staff of the College, Miss Janau writes as follows :—

> Apart from the question of affiliation, which is discussed later, it is obvious that in a college for women there should be more than one woman on the staff. No college in England would have such a preponderence of men on its staff and here in India the conditions even more clearly indicate the necessity of women on the staff, if there is to be any of that intercourse between staff and students which is an essential feature of college life and which nothing else can replace. It is to be hoped that shortly the proportion of women lecturers and professors will be increased. In my opinion the ideal would be to have an equal number of men and women on the staff and to have, as far as possible, one man and one woman for each subject in order that the students might benefit from the wider angle of vision thus obtained.
>
> In the new college, which it is hoped will be of a residential type, all the women professors and lecturers should be resident.

446. **Students.**—There were 78 students on the rolls of the College on 31st March 1917 as against 40 on 31st March 1912. The highest number of students on the rolls of the College during the year 1916-17 was 83. Of these 58 were Brahmos, 15 were Hindus and 10 were Christians.

447. **Affiliation.**—At the close of the period under review the College was affiliated to the Calcutta University up to the intermediate arts standard in English, vernacular composition, Sanskrit, history, logic, botany and mathematics and up to the B.A. pass standard in English, philosophy, history, Sanskrit and vernacular composition.

448. **Girl-students as private candidates.**—In considering the affiliation enjoyed by a college for women one has to remember that under section 3 of Chapter XVII of the Calcutta University Regulations, a girl may be admitted both to the intermediate examination in arts or science and to the B.A. examination without previous study in any affiliated college. This concession enables any girl-student of an affiliated college to appear as a private candidate either at the intermediate or at the B.A. examination in any subject in which she can obtain any sort of instruction or even without any instruction, quite irrespective of the capacity of the staff to give that instruction. Indeed the concession is carried so far that a girl who is taking subjects in which her college is affilitated but whom the college refuses to send up, can by the simple process of securing from a fellow of the University a certificate of good conduct and of diligent and regular study (this cannot be interpreted as diligent and regular study in a college) appear at the examination as a private candidate. This subterfuge is frequently used. The concession was no doubt provided with the best of intentions and I am not in favour of its being withdrawn altogether. It seems to me, however, that the concession was intended to meet the case of *bonâ fide* private candidates, viz., those girls or women who might be in a position to study but could not join a college. I cannot believe that the framers of the regulations intended that the effect of this concession should be that an affiliated college for women should undertake, irrespective of its staff, its accommodation, its library and equipment, to prepare students for examination in any and all the subjects which may be offered for the intermediate or B.A. examination, by the simple device of calling them private students. The educational needs of girls are certainly no less than those of boys and I protest against the existence of this concession being used as an excuse for narrowing the scope of affiliation in the case of girls' colleges, though I hold that, in view of the small number of students likely to attend these colleges in the course of the next few years, the affiliating authority cannot reasonably insist on the same conditions, especially as regards the numerical strength of the staff being satisfied in the case of girls' colleges, as are rightly imposed on boys' colleges.

449. **University examinations.**—Sixty-one students of the College were presented at the intermediate examination in arts during the quinquennium;

of these 46 passed, 24 being placed in the first division. Thirty-five students appeared at the B. A. examination and of these 25 passed.

450. **The college building.**—The College still shares the old building with the Collegiate School. The accommodation is not only bad, but it is also totally inadequate. In the course of the quinquennium the Simla Bazar was acquired and added to the college grounds. Money has been provided during the current financial year for the construction of servants' quarters and new stables.

451. **The hostel.**—There is still only one hostel and in it are accommodated both college students and pupils of the School ; also those women members of the staffs of the College and School who are compelled to live on the premises. At the close of the quinquennium there were 33 boarders residing in this hostel, and the hostel will hold no more. How serious this lack of accommodation for boarders is can be gauged from the fact that four college students only left the hostel at the end of the last session. The vacancies thus created had to be reserved for four girls of the Collegiate School who will join the College, when the matriculation results have been published. In other words not a single outside student could be admitted to the college hostel. The position has been to some extent relieved by certain members of the Brahmo Samaj opening a hostel for College students not very far from the College. This hostel which is aided by Government is a most excellent institution, but I agree with Sister Mary Victoria, Principal, Diocesan College, in holding that the education of girls has not yet advanced to the stage at which non-collegiate or inter-collegiate hostels should be introduced. Each college for girls should provide hostels for all its students who have to live away from their homes, and these hostels should be, as far as possible, in the college grounds.

But the accommodation provided in the Bethune College hostel is not only inadequate, it is also quite unsuitable. The Principal reports that there is only one dressing-room for the 33 boarders, 18 of whom are college students, while among the others there are children of seven and eight ; that there is no sitting room, in which the girls can study or spend their leisure ; that the landing at the top of the stairs, a small section of the verandah and dormitories are the only places in which the girls can spend such time as is not spent on the school or college premises.

452. **Health and games.**—The Principal reports that in spite of the absence of sickness from the hostel, it is incontestable that the general health of the students suffers from their four years' course of study. Miss Janau holds that the decline in numbers, as the University course advances, is not only due to failures at the intermediate examination, but also to failure of health. She considers it essential to give every encouragement to out-door exercise and games and she has made arrangements whereby the badminton courts in the college grounds are placed at the disposal of the students during the college hours.

453. **Discipline and tone.**—Here again I cannot do better than quote Miss Janau :—

> The discipline of the College is perfectly satisfactory, but the lack of a residential element, the lack of women on the staff, the lack of any opportunity for the students to mix with mature educated women, result naturally in the absence of everything which one usually connects at home with the intellectual life of a women's college. Corporate life is almost absent, the students attend lectures and return to their homes. Their departure at the end of college hours being determined by the necessity of going by one of the college buses, it is almost impossible for the day students (who form 78 per cent. of the whole number) to have any of their leisure together.

454. **Fees.**—The following is the revised scale of fees which has been introduced with effect from June 1917 :—

	Rs.
School tuition fee	2 a month.
College „	3 „
Conveyance fee for college and school ...	2 „
Hostel fee for college and school	11 „

All fees are payable for 12 months in the year.

455. **Receipts and expenditure.**—The receipts from fees and fines in favour of the College and the hostel amounted to Rs. 4,692 in 1916-17 as against Rs. 3,812 in 1911-12.

The gross expenditure of the College and the hostel amounted to Rs. 52,648 during 1916-17 as against Rs. 35,985 in 1911-12. The total annual cost of educating each girl was Rs. 461-7-3 in 1916-17 as against Rs. 599-11-8 in 1911-12.

456. **The claims of the Bethune College.**—The Bethune College is the oldest Government institution for the education of girls in India. Its establishment inaugurated a new epoch in the development of Hindu civilisation, for it was in effect a public acknowledgment of ideas, then unpalatable to all save the few but pregnant with issues fateful for the future of India. The College has been neglected and mismanaged, but those who are immediately responsible for it are now at least perfectly clear as to what they need. They know that if Government provide them with reasonable accommodation and an effective staff, they will turn out in ever increasing numbers women who will play a prominent part in the education and development of Bengal. I know the difficulties of Government, but the claims of the Bethune College are unique. The foundation day of the iustitution is the 7th May 1849. On that day its founder said :—

"We have succeeded and the banner which we plant this day with the blessing of God, shall never go backward, until its supremacy is felt and thankfully acknowledged in every part of the land."

THE DIOCESAN COLLEGE, CALCUTTA.

457. **Affiliation and Government grant.**—This is the only other first grade college for girls. It is affiliated up to the B.A. and B. T. degrees of the University and is in receipt of a recurring grant of Rs. 600 a month from the Department. Its hostel receives a grant of Rs. 60 a month. The subjects in which it is affiliated are English, history, logic, geography, mathematics, French, botany, and vernacular composition up to the intermediate arts stage and English, political philosophy and economics, mathematics, history and vernacular composition up to the B.A. stage.

458. **Number of pupils.**—The College had 50 girls on its rolls on 31st March 1917 against 32 on 31st March 1912. Classified according to race and creed, 29 of these students were Christians, 19 were Hindus and 2 were Muhammadans.

459. **Examinations.**— During the quinquennium 50 students of the College appeared at the intermediate arts examination and 30 passed. At the B.A. examination 30 students appeared and 20 passed

460. **Staff.**—The Principal of the College is Sister Mary Victoria of the Confraternity of St. John the Baptist, Clewer. The staff. including the Principal, consists of 4 English women graduates, 2 Bengalee women graduates, a *pandit* and a Bengalee man lecturer.

461. **Expenditure.**—The direct expenditure of the College amounted during the year 1916-17 to Rs. 11,690, of which Rs. 7,200 came from provincial revenues, Rs. 2,672 from fees and the balance from other sources. In 1911-12 the expenditure was Rs. 4,945, of which Rs. 1,156 was raised by fees and the rest from subscriptions.

462. **The college hostel.**—The hostel is situated in the college grounds. It holds 30 students. Sister Mary Victoria finds it absolutely necessary to employ an English superintendent and she remarks that an English woman who knows the conditions of student life at home can best ensure healthy conditions out here. Such a woman would enforce her authority where an Indian woman could not.

463. **Further hostel accommodation essential.**—If the College is to develop and to extend the admirable work which it is now doing, more hostel accommodation must be provided.

464. **College life.**—A debating society has been established and a college magazine started. There are two lawn tennis and two badminton courts and a games club. The College has a good library and a nice dining hall for students and members of the staff. The students do needlework

for the war depôt and they have given annually at least Rs. 300 to Lady Carmichael's War Fund. There is in fact much which is promising, but there are difficulties—difficulties common to all colleges and difficulties peculiar to colleges for girls. Prominent among the former difficulties is the fact which cannot be seriously questioned but which is consistently evaded, viz., that the normal student who has passed the Calcutta matriculation examination even in the first division is not capable of anything approaching real university study. Consequently what may perhaps be called the college method of instruction, in contradistinction to the school method, is entirely inappropriate in a Calcutta University college, certainly so far as the first two years of the university course is concerned, and possibly up to the B.A. or B.Sc. stage. Sister Mary Victoria writes that it is impossible to lecture to the students of the college and that it will continue to be so, until the work done at school is more thorough, so that students come to college, (*i*) able to read and understand books ; (*ii*) with a higher ideal and a requisite conception of what student life is or rather should be ; and (*iii*) with some understanding as to what private study is ; and with some capacity for concentrating their attention on the work they have in hand. This last defect is a grave one, because it makes students think that they can take up nothing serious outside the university courses. Sister Mary Victoria has known students with a real taste for music, who gave up music altogether, when they joined the College, because there was no time for it. A student, who had any power of concentration, would find plenty of time for this and other interests outside her actual studies.

465. **Health.**—Turning to the difficulties peculiar to colleges for girls, the chief difficulty is undoubtedly health. This difficulty pervades the whole educational system, but the physical problem of the boy differs from that of the girl, while the physical wellbeing of the girl university student is a special phase of the latter problem. I shall deal with the whole problem in a later section of this chapter. I will not do more here than quote Sister Mary Victoria as stating that the greatest cause for ill-health among the students of her college is the overstrain which comes from attempting studies for which they are in no way prepared. Every student who is at all delicate is taken to a medical officer for examination.

Loreto House, Calcutta.

466. **Affiliation and finance.**—The collegiate department received in 1912 affiliation up to the intermediate standard of the university in English. French, history, mathematics and botany. The lecture-rooms and hostel cost Rs. 30,000; the whole cost being defrayed by the Loreto Order. The department has never received any financial assistance from Government, though applications have been submitted from time to time. The fees of the students are not sufficient to cover the working of the College and the institution is consequently a charge on the general resources of the Loreto Order.

467. **Students.**—When the College opened in 1912 there were 9 students ; on 31st March 1917 there were 16. There are generally from 8 to 10 students resident in the hostel. The students have the use of a playground, 3 *bighas* in extent.

468. **Staff and examination results.**—The Principal of the College is the Mother Provincial of the Loreto nuns in India. In addition to the Principal there are 4 nuns and 2 women lay teachers working on the staff. During the quinquennium 16 students of the College appeared at the intermediate examination and 7 passed.

Secondary education.

469. **High schools.**—There are 14 high schools for girls—10 in West Bengal and 4 in East Bengal. Of the former all but one—the Wesleyan Mission High School—are located in Calcutta ; the East Bengal high schools are distributed as follows :—One in Dacca, one in Mymensingh, one in Chittagong and one in Darjeeling.

470. **Government, aided and unaided high schools.**—Four of the girls' high schools are Government institutions; 9 are aided schools and 1 is unaided.

Out of 10 non-Government schools, three only, the Brahmo Girls' School, Calcutta, the Victoria Institute, Calcutta, and the Maharani High School, Darjeeling, are not missionary institutions.

471. **Pupils in high schools.**—These schools had 2,059 pupils on their rolls on 31st of March 1917, viz., 126 boys and 1,933 girls. On 31st March 1912 the corresponding figures were 1,824, 101 and 1,723, respectively. Four hundred and eighty-eight girls were in the high stage of instruction against 294 at the end of the previous quinquennium.

472. **Missionary high schools and the matriculation examination.**—It was found recently that some of these schools, which were receiving substantial grant, had "less than half a dozen pupils" in the high school classes. It was also realised that for the majority even of the pupils in the high school classes the course of study which leads to the matriculation examination was unsuitable and that few, if any, of those who succeeded in passing this examination would ever enter upon a university course. As a result of this discovery, the three missions (the Baptist Zanana Mission, the Wesleyan and the London Missionary Society) were asked to unite their efforts, which they have since done by confining the matriculation class work which was previously attempted at the Baptist, Wesleyan and London Missionary Society schools to a single institution, viz., the United Missionary High School. The two Missions, Baptist Zanana Mission and Wesleyan, continue to do the secondary school-work as planned by Miss Brock which is referred to below. The amalgamation on similar lines of the work of the United Free Church and Christ Church Schools was also contemplated, but this was not carried out.

The domination of the Calcutta University matriculation examination over the secondary school curriculum has been always and everywhere an evil; but the influence of this examination over the work of girls' high school has been particularly unfortunate. The university regulations take no account whatever of the special educational needs of women. The only concession allowed to girls who appear at the matriculation examination is that they can substitute a vernacular for a classical language. But the difficulty does not end there. The great majority of girls who go to school at all leave at about 12 to 14. Of those few who stay long enough to go through a complete secondary school course many drop out at the school leaving stage. Surely it is a monstrous anomaly that those Indian girls who can go through a complete secondary curriculum but whose education must cease at the latest at the end of it, should be compelled to devote the whole of their energies to preparing for an examination which ignores all their peculiar needs—an examination the sole gain of passing which is that it admits them to further courses of studies which they have no prospect whatever of attempting. The ability of the secondary school, as it is worked at present under the domination of the matriculation examination, to produce a girl who is fit to be a university student has already been discussed. This is another story, but the gravity of the criticism strikes home, when one realises that the superiority of the girls' high schools over the boys' high schools has never been seriously contested. The mission high schools are teaching mainly the girls of Christian converts; these girls come frequently from villages and the great majority of them come from the poorest and lowest grades of society. When they grow up these girls have to go out into a hostile world and there support themselves. Education is a vital necessity to them, but while on the one hand there are many, who cannot realise the best that is open to them on a mere primary and vernacular education, there are few who could profit by a university course. The attempt to prepare girls such as these for the lives which lie before them by subjecting them to an instructional process which is aimed exclusively at passing a matriculation test is something which could never have been even imagined outside India.

473. **Miss Brock's attempt at reform.**—In the course of the quinquennium under review Miss Brock attempted to remove some of the above anomalies by concentrating the preparation for the matriculation examination

in one or two of the mission high schools and by prevailing upon the authorities of the other schools to arrange their curricula in accordance with the needs of the pupils. The curriculum put forward by Miss Brock included, in addition to the ordinary subjects of a secondary school, hygiene, nursing, needle-work, cookery and domestic work. The mission authorities were on the whole favourably disposed towards the reform, but they have been confronted with difficulties. Miss Bose writes :—

"This proposal is an excellent one, and the school authorities agreed to follow the syllabuses which would be laid down by the Inspectress, but the people of Bengal seem to appreciate the matriculation certificate more than any useful practical course of studies, and the girls set their hearts on passing the matriculation and do not yet realise the usefulness of the other standard of work. They are dissatisfied with the new ideas and the authorities complain that they are fast losing their pupils. They are rapidly taking admission into other schools."

474. **Need for a secondary school final examination for girls.**—Miss Bose is right but there is some excuse for the people of Bengal. Secondary school education has always meant to them an education which leads to the matriculation examination of the Calcutta University. They not unnaturally want their attainments tested by some recognised standard and there is no other. What is wanted is a secondary school leaving certificate examination for girls, inaugurated by Government and conducted by a recognised public authority, a test which can be adjusted to the varying needs of the different classes of pupils.

475. **Middle schools ; pupils and institutions.**—At the close of the quinquennium there were 20 middle English and 30 middle vernacular schools. On 31st of March 1917 there were 2,585 pupils on the rolls of the middle English schools and 2,923 pupils on the rolls of the middle vernacular schools. In 1911-12 there were 10 middle English and 24 middle vernacular schools with 1,104 and 2,766 pupils, respectively. Thus in the course of the quinquennium middle English schools increased cent. per cent. and middle vernacular schools by 25 per cent. ; while the pupils in the former increased by 134·1 per cent., those in the latter by 5·6 per cent. Deducting the number of boys there were 2,509 girls in middle English schools and 2,874 in middle vernacular schools at the close of 1916-17 as compared with 1,041 girls in the former and 2,699 in the latter, respectively, at the close of 1911-12 In other words, during the quinquennium the number of girls in middle English schools advanced by 141·0 per cent., while the number of girls in middle vernacular schools rose by 6·4 per cent. A middle English school costs Rs. 385 a month ; a middle vernacular school Rs. 187 a month. The average cost of educating a girl in the former is Rs. 37, and in the latter Rs. 25. Some of the middle vernacular schools are in reality nothing more than primary schools.

476. **Total number of girls in secondary schools for Indian pupils.**—At the end of 1916-17 there were 7,316 girls on the rolls of secondary schools for Indian girls. To this number must be added the 320 girls who on 31st March 1917 were being educated in secondary schools for Indian boys. This brings the total number of girls who were being educated in secondary schools for Indian pupils to 7,636. Of this total 71·6 per cent. were returned as Hindus and 25·1 per cent. as Indian Christians. The remaining 3·3 per cent. was made up by Muhammadans and others. On 31st March 1917 there were 235 Indian girls in secondary schools for Europeans as against 206 on 31st March 1912.

477. **Cost of secondary schools.**—The total cost of secondary schools for girls amounted during 1916-17 to Rs. 3,75,537. Of this sum 51·2 per cent. was contributed from public funds, 16·9 per cent. was met from fees, and 31·9 per cent. from other private sources, *i.e.*, subscriptions, contributions from missionary societies and private persons. The corresponding percentages for 1911-12 were 49·9 ; 17·9 and 32·2 per cent., respectively. During the quinquennium the total expenditure increased by Rs. 1,07,990. Secondary schools for Indian girls profited largely by the Imperialassignments for the education of girls which were made available during the quinquennium.

478. **Cost of educating a girl in a secondary school for girls as compared with that of educating a boy in a secondary school for boys.**—The cost

of educating a girl in a secondary school for Indian girls is considerably greater than that of educating a boy in a secondary school for boys. During 1916-17 the annual cost for the former amounted to Rs. 53·0 and for the latter to Rs. 19·3. In 1911-12 the corresponding figures were Rs. 46·9 and Rs. 13·3, respectively.

479. **Summary of the general position as regards the secondary education of girls.**—There has been substantial progress during the quinquennium. A creditable number of decent buildings have been provided and there has been a considerable increase in the number of trained women teachers employed. The Imperial assignments are mainly responsible for the progress which has been achieved. There would have been more progress, had it not been for the war.

480. **The sadar school scheme.**—The Government of Eastern Bengal and Assam adopted a scheme known as the *sadar* school scheme. The object of this scheme was to provide each district headquarters town with a good secondary school for girls with suitable buildings of its own and residential quarters for mistresses. These schools were not necessarily or indeed ordinarily to be Government schools, but the Female Education Committee of Eastern Bengal and Assam which evolved the scheme insisted that in dealing with projects for the creation or development of these schools as aided institutions the ordinary conditions of the grant-in-aid rules which limit the contributions of Government should be, where necessary, relaxed. The local Government appear to have agreed ; certainly several aided *sadar* girls' schools have been since constructed practically at Government expense. As the result of this scheme a considerable number of the district headquarters towns in East Bengal has been provided with reasonably housed girls' schools. Government have agreed to extend this scheme to West Bengal and this extension is very necessary, for the general absence of efficient schools for girls from the district headquarters towns of the Presidency and Burdwan divisions is a serious bar to progress. But before the scheme can be developed to any real effect, Government must decide on the policy which they are prepared to follow, in the matter of the provision of funds. Is a substantial contribution from the local people—say at least a third of the capital cost, to be an indispensable condition of the Government contribution ? At some district headquarters Government have provided girls' schools of their own. In these cases Government provide the buildings and keep them in repair and assume complete financial responsibility for the working of the schools. I am not in favour of increasing the number of Government girls' schools. I consider that the general conditions of departmental control and management are unsuited to girls' schools and I recognise that effective and sustained local interest is a condition indispensable to the success of a girls' school. On the other hand it is incontestable that if the establishment of efficient girls' schools is to await the collection of substantial contributions, all further advance will be indefinitely postponed. In my last annual report I ventured on the statement that the education of girls of the Hindu *bhadralok* of Bengal up to a certain standard had become a practical necessity and that even the orthodox Hindu parent is beginning to realise the advantage which a well-conducted school has over any system of home instruction, which, if it is to be at all effective, is probably beyond the means of all but the rich. I continued that parents would pay fees for the school education of their girls, though the economic pressure under which the majority of them live makes them by no means reluctant to get it for nothing if they can. Further experience has borne out the truth of the above assertion. But the fees realised will be small, and the schools comparatively speaking expensive. Moreover only quite small sums of money will be forthcoming from the local public for the construction and equipment of girls' schools. The public provision of education all the world over is a matter of funds, a question involving all sorts of delicate adjustment between what the individual can reasonably claim and the State justly give. These aspects of the educational problem have yet to be faced in India. To me it seems obvious that until they are faced, no consistent sustained educational policy will be possible. But so long as existing conditions obtain, the claims of girls' schools must be regarded as among the strongest. I advocate, therefore, the vigorous

prosecution of the *sadar* school scheme not on the basis of more Government schools but on the basis of generous grants, both capital and recurring. If the schools are to employ mistresses, as they most certainly should, residential quarters for them in or near the school buildings are essential.

481. **The problem of the secondary education of girls.**—The difficulties which beset secondary schools for girls in India have been stated in every report which has appeared in the course of the last 20 years. I do not propose to repeat them. though it is pertinent to observe that the age at which Hindu girls are married is being raised and that this development is affecting the attendance of girls in the higher classes of schools, especially in part, of Eastern Bengal. If an orthodox Hindu of 50 years ago were to visit the Eden High School at Dacca he would indeed have cause to rub his eyes. It is also, I venture to think, fairly safe to prophesy that the tendency to postpone the marriage of girls and to attach more importance to their education is one which is likely to grow. The Hindu—the education of Moslem girls is a problem by itself—sets great store by certain domestic ideals, but an educated womanhood is not subversive of those ideals, quite the reverse. But the problem of the Education Department is to deal with things as they are with an eye always on this as they might be. Two practical considerations seem to me to emerge from the contemplation of the present attitude of the Hindu community towards the education of their girls. The first is that seeing that the school education of the great majority of girls who go to school at all will end at 12—14 and that the greater proportion of the girls in any girls' school will be under 10, the rudimentary training of the beginners must be regarded as of paramount importance. The very best use possible must be made of every moment which the girls spend at school, for to the great majority those moments will be very few. This involves competent teachers and rational methods of instruction. I have observed a fatal tendency in many girls' secondary schools to neglect the many in the lower classes for the few in the upper. This is grossly unfair on the pupils as a whole. The second consideration looks almost like a contradiction of the first. I will state it as a plea, a plea that the claims of the few girls whose circumstances permit of their receiving secondary education should not be weighed by a purely numerical standard. It is from the ranks of the girl-pupils of to-day that the teachers of to-morrow must be recruited.

Primary education.

482. **General statistics—schools and pupils.**—The returns for 1916-17 show 9,362 primary schools for girls. In 1911-12 the number of these schools was 6,572. At the end of the quinquennium under review there were 210,291 girls in primary schools for girls and 64,484 in those for boys. At the end of the last quinquennium the corresponding figures were 149,865 and 55,919, respectively. Thus the total number of girls under instruction was 274,775 at the end of the quinquennium under review against 205,784 at the end of the last quinquennium. The number of primary schools for girls increased during the quinquennium by 2,790 or by 42·4 per cent., and the number of girls under instruction in them by 60,426 or 40·3 per cent. This increase was shared both by West and East Bengal. In West Bengal, schools increased by 691 and their girl pupils by 15,991. In East Bengal the former by 2,099 and the latter by 44,435.

483. **Upper and lower primary schools.**—Of the total number of primary schools for girls at the end of the quinquennium under review 228 were returned as upper primary and 9,134 as lower primary schools against 231 and 6,341, respectively, at the end of the last quinquennium. On 31st of March 1917 there were 13,129 girls under instruction in the former, and 197,162 in the latter. On 31st March 1912 the corresponding figures were 13,206 and 136,659, respectively.

484. **Management.**—Of the 9,362 primary schools mentioned above only 91 are under public management and the rest are under private management. Most of the schools under private management are either aided by the Department or by district or municipal boards.

485. **Expenditure.**—The total expenditure on primary schools for girls during the year 1916-17 was returned as Rs. 5,85,562. Of this amount Rs. 3,99,410 or 68·2 per cent. came from public funds and Rs. 1,86,152 or 31·8 per cent. from private sources. In 1911-12 the total expenditure on these schools amounted to Rs. 4,11,143 of which Rs. 2,59,082 or 63·1 per cent. came from public funds, and Rs. 1,52,061 or 36·9 per cent. from private sources. Thus the total expenditure on primary schools for girls increased during the quinquennium by Rs. 1,74,419 or 42·4 per cent. Towards this increase public funds contributed Rs. 1,40,328 and other sources Rs. 34,091. The increase in the expenditure from public funds is noticeable and is due largely to the additional grants paid to the schools from the Imperial assignments.

486. **Cost of maintaining a primary school and of educating a girl in it.**—The average annual cost of maintaining a primary school for girls was Rs. 62·6 in 1916-17 against Rs. 62·5 in 1911-12 and of educating each pupil Rs. 2·9 against Rs. 2·8. These figures are extraordinarily low even on the standard of the cost of boys' schools. The explanation is that many of the schools which are included in the returns of primary schools for girls are in reality merely separate classes held for girls by the *pandits* of the village *pathshalas*. The *pandits* receive small additional remuneration from the district boards for holding these classes. The girls seldom pay fees. The average annual cost of a primary girls' school in 1916-17 may be distributed thus :—Rs. 42·7 from public funds, Rs. 19·9 from private contributions. In 1911-12 the figures were Rs. 39·4 and Rs. 23·1, respectively.

487. **Figures and facts.**—The figures quoted in the foregoing paragraphs indicate a growing desire that girls should receive some instruction and it is gratifying to note that this desire is strongly in evidence among the Muhammadans of the Rajshahi Division, particularly those of the Bogra, Pabna and Rangpur districts. It must, however, I am afraid, be admitted that what is actually being done falls lamentably short of the impression which the figures taken by themselves are calculated to convey. There are primary schools which are maintained by the Education Department. There are also schools maintained by missions and other private bodies which receive grants direct from the Education Department. Speaking quite generally, these schools are contributing something towards the instruction of the girls who attend them. There are also the girls' schools, so called, which are part of the ordinary primary school system, the system for which the district boards and the municipalities are responsible. With the resources at their disposal these bodies are quite unable to meet the demand for primary instruction for boys ; small wonder that they can do little for the education of girls. The position is not seriously affected for the better by the few small grants which the Education Department is in a position to give in supplement of the grants paid by the local authorities. Let me quote the inspectresses of schools.

488. **Miss Bose's description of the schools aided by the district boards and municipalities of West Bengal.**—Writing of the primary girls' schools aided by the district boards and municipalities of the Presidency and Burdwan divisions Miss Hridaybala Bose says :—

Primary schools receiving aid from the district board or primary fund.—These schools receive from Re. 1-8 to Rs. 3 a month from either of the above sources. With this grant, a *pandit* is appointed, but not a whole-time one. He is, in most cases, in charge of a boys' school, and devotes two or three hours a day in teaching girls. Naturally all consideration is made for boys. These schools are either held in the early mornings or in the afternoon, when the *pandit* is free from his work in boys' schools. These wretched so-called schools do not produce much good result. Most of them are held in a hut or cow-shed or in a room or verandah of a ruined and dilapidated house which is very dangerous. There is often no apparatus and no furniture. The children sit on mats, and write with chalk on the floor. It is impossible for any man to work for less than Rs. 12 or Rs. 15 a month. The grant given to a district board school should at least be Rs. 12 a month, for with this we can employ a whole-time *pandit*. Until we see our way to help these schools, we cannot reasonably expect better working in them.

Primary schools receiving municipal aid.—Schools aided by the municipality in nearly all cases receive departmental grant also. This grant is given at the rate of Re. 1-8 per head. This system is not a good one ; there is a tendency to enter as many names as a *pandit* possibly can get, whether the pupils actually attend the school or not. In a big

upper primary school I have often found over a hundred children in the infant class, in charge of one teacher. The attendance is irregular, and the girls learn nothing beyond the letters in two or three years. The system of giving grants upon the roll number is a bad one.

489. **Miss Irons' account.**—Miss Irons' description of the state of affairs in the Dacca and Rajshahi divisions is even more scathing :—

Dacca division.—Within the last three years the number of schools has increased beyond expectation and if all these schools had either the departmental or district board grant for their upkeep, the progress would have been very satisfactory indeed. But it is a matter of great regret that the majority of school staff are nominally paid from the district board, and the result is that the interior village schools exist in name only, and the children hardly learn anything. In some cases in one year they do not learn to read and write the alphabet. . . . . .

It is, however, a matter of regret that the majority of girls' schools in the Rajshahi division are of a merely nominal nature. They are wretchedly housed, badly equipped and the education therein imparted is of very little value. The parents are unwilling to bear the cost of the education of their daughters. They are not only unwilling to pay fees, but, with the exception of a few cases, they are even unwilling to supply them with books and other necessary articles without which efficient school work is impossible. It is a common practice amongst the teachers of primary schools to supply the pupils with books, etc., from their own meagre remuneration, which very often only amounts to Rs. 3 or 4 a month. The improvement of the primary schools in the interior is almost an impossibility unless and until more money from public funds and better qualified teachers are available.

490. **Primary girls' schools in Calcutta.**—Nearly all the primary girls' schools in Calcutta are in receipt of grants from the Education Department. The housing of these schools is distressingly bad. Those under mission management are reported to be doing good work ; the others appear to be contending with almost impossible difficulties.

491. **Primary girls' schools in Dacca.**—With a view to providing some tolerably decent primary schools for girls in Dacca Town a certain amount of money was spent by Government in constructing buildings and 19 schools are now maintained by the municipality with the aid of a Government contribution of Rs. 360 a month. In this way provision has been made for the employment of trained headmistresses in 12 schools.

492. **Primary schools which are the results of various special schemes.**—Government have from time to time launched schemes for providing increased and improved facilities for the primary education of girls. These schemes have resulted in the following classes of schools :—

(*a*) *Model primary schools.*—There are 22 model primary schools for girls in West Bengal, 9 in the Presidency and 13 in the Burdwan division.

There are 22 model schools in East Bengal, but these are gradually being converted into urban schools.

(*b*) *Urban girls' schools.*—The purpose of this scheme which is still confined to East Bengal was to provide an improved type of primary school for girls in subdivisional headquarters and other centres. These schools are generally decently housed, the Department having in practically all cases provided a substantial portion of the cost of the building. Each school receives a maintenance grant of Rs. 40 a month direct from the Department. The number of urban schools increased considerably during the quinquennium. This scheme is, as I have said, confined to East Bengal, but the model girls' school scheme as recently revised in West Bengal and as now interpreted by the Inspectress has practically the same object and seeks to obtain that object by the same methods. Both schemes aim at establishing and maintaining an effective primary school for girls at each important centre of a district other than the district headquarters by means of departmental grants, both capital and recurring.

(*c*) *Panchayati union girls' schools.*—These schools are the result of an experiment made in East Bengal, the object of which was to

see whether the *panchayati* union primary school scheme could be applied to the special problem involved in the primary education of girls. Twenty such schools have been started, the necessary funds, both capital and recurring, having been made over by Government to the district boards concerned. Miss Irons reports that the schools are well housed and that they are working under the direct control of the district boards. She adds that the work of these schools is suffering for want of trained mistresses.

(*d*) *Peasant girls' schools.*—This scheme has always been confined to the Presidency division. It has resulted in 22 schools each receiving a grant from the Department of Rs. 13 a month. These schools are located in backward areas and in remote places. Miss Bose describes them as very useful institutions which are highly appreciated.

493. **The local education authorities and the primary education of girls.**—It is a commonplace to say that further progress in the primary education of girls is a question of funds. It is more than this. Primary education of girls as well as of boys is a matter for which district boards and municipalities are responsible, but practically all the effective schools which have been started up to the present have been the result either of the direct action of the Education Department or of the efforts of some private body, such as a missionary society. What is the right course for the future? Should the Education Department seek to extend its initiative or does the future of the primary education of girls rest with the local education authorities? I think that we must recognise that the special nature of the problem demands and will continue to demand the special intervention of the central authority. By this I mean that Government should continue to finance directly special types of primary girls' schools such as the urban and model girls' schools described above. But these special types of schools can never do more than touch the fringe of the problem. If there is ever to be any general system of primary education for girls, that system must be in the hands of the local education authorities. There should, of course, be direction, guidance and encouragement from the centre, but I should regard as unsound any policy which advocated the removal of girls' schools from the control of the local authorities or even the extension of the system by which departmental grants are paid direct to the ordinary primary schools for girls. Possibly the local education authorities may have failed in the past to devote that attention to the education of girls, which the importance of the problem demands. It is idle to expect such a body as a district board or a municipality to be in advance of public opinion. Moreover there always has been and still is the lack of funds. Having more than they can do to meet demands which exist, they cannot fairly be criticised for failing to create demands. The point is that district boards and municipalities are the local education authorities for primary education, and it is inconceivable that so long as they remain so, a general system of primary instruction for girls could ever grow up, as it were, in their despite. Local education authorities must be educated to recognise their responsibilities towards girls and to discharge their obligations. Possibly some readjustments may be necessary; it is, for example, desirable that the women inspecting staff should have more voice in the assignment of the boards' educational funds. But the line of advance towards a general system of primary education for girls must be through the boards and municipalities. The position is summed up by Miss Irons in the following sentence:—

> We want to aim at soundness and simplicity of aim and method and to convert the local bodies to this point of view.

The School curriculum.

494. **The East and West Bengal curricula.**—The girls' schools of East and West Bengal follow two distinct curricula. The prescribed curriculum for West Bengal was fixed by the Government of Bengal Resolutions No. 1028

T.—G., dated the 10th June 1907, and No. 109 T.—G., dated the 20th April 1909. The Eastern Bengal curriculum was approved by the Government of Eastern Bengal and Assam Notifications No. 1405E., dated the 19th October 1911, and No. 234 E., dated the 24th February 1911. In 1913 the Female Education Committee of Bengal recommended that the systems in Western and Eastern Bengal should be co-ordinated and that a special committee should be appointed by Government to frame courses for girls' schools for the whole Presidency. But the question of co-ordination was found to be part of the larger problem of the general reorganisation of the school system throughout the Presidency. This matter is still under consideration. I acknowledge the anomaly in having had two different systems in one Presidency for all these years, and I admit with regret the inconvenience which this anomaly has caused. I venture, however, to hope that the experience of the last five years, especially the experience of having seen the Eastern Bengal and Assam curriculum actually working, may be found eventually to have counterbalanced to some extent the delay.

495. **The East Bengal curriculum.**—The Eastern Bengal curriculum has not been a success. It is beyond the capacity of the great majority of the teachers and the teachers' manuals on which it largely depends are not very valuable productions.

496. **The Dacca needlework exhibition.**—During the quinquennium Her Excellency Lady Carmichael instituted an annual needlework exhibition in Dacca. The first exhibition was held in August 1914. Schools and centres of *zanana* instruction send work to this exhibition, at which diplomas of three different grades are awarded. At the exhibition in 1914, 156 candidates competed, of whom 58 won diplomas. At the last exhibition which was held in January 1917, 276 candidates competed and 126 of them won diplomas. This exhibition and the personal interest which Her Excellency took in all the arrangements connected with it has been a tremendous encouragement to the teaching of needlework in Eastern Bengal. It is proposed to extend this scheme and to have an annual exhibition in Calcutta also.

497. **Needlework in schools and zanana classes.**—The West Bengal Inspectress reports that the teaching of needlework in the mission schools is on the whole satisfactory, but that little is being or can be done in the Hindu schools because they are nearly all in the hands of *pandits*. The East Bengal Inspectress reports that needlework has been introduced into some of the primary schools of the Rajshahi division but only in name. Some specially selected girls' schools in East Bengal receive a Departmental grant of Re. 1 towards sewing materials. This grant is reported to have been a great help.

498. **Peripatetic needlework teachers.**—Ten additional peripatetic needlework teachers were appointed during the quinquennium. On 31st March 1912 there were only two such teachers. There are now 8 of these teachers in West Bengal and 4 in East Bengal. Both the inspectresses report favourably on the work of these teachers.

499. **Handwork other than needlework in schools.**—Various forms of handwork such as clay modelling and brushwork are taught. This work is admirably done in some of the mission schools of West Bengal. Miss Irons reports that an attempt to teach these subjects is made in a few schools in East Bengal but that the work done is of a very inferior type.

Scholarships and prizes.

500. **Increase in scholarships during the quinquennium.**—The following table indicates the number of scholarships available for girls only in 1916-17 as compared with 1912-13 :—

West Bengal.		1912-13.	1916-17.	
Lower primary	scholarships ...	8	42 (+8 Reserved by district boards.)	
Upper primary	„ ...	...	16	
Middle vernacular	„ ...	...	8	
Middle English	„ ...	...	4	
Junior college	„ ...	2	17	For the whole Presidency.
Senior college	„ ...	1	13	

Eastern Bengal.		1912-13.	1916-17.	
Lower primary	scholarships ...	75	75 (+36 Reserved by district boards.)	
Upper primary	„ ...	...	...	
Middle vernacular	„ ...	5	8	
Middle English	„ ...	4	12	
Junior	„ ...	6	17	For the whole Presidency.
Senior	„ ...	6	13	

501. **Scholarship examinations for girls.**—Separate scholarship examinations for girls are now held throughout the Presidency.

502. **State scholarship for Indian women.**—A State scholarship of £200 a year for Indian women graduates was instituted during the quinquennium. It was intended principally for the study of medicine but applications for other courses of study are considered. The scholarship is awarded by the Government of India and is tenable in the United Kingdom. The scholarship was first made available in 1916 and in that year it was awarded to Miss Satya Priya Ghose, M.B., the nominee of the Government of Bengal.

Co-education.

503. **Girls in boys' schools and boys in girls' schools.**—In 1916-17 the number of girls in boys' secondary schools was 320 and the number of boys in girls' secondary schools was 251 as against 420 and 231, respectively, in 1911-12. The number of girls in primary schools for boys was 64,484 and the number of boys in primary schools for girls was 3,788 as against 55,919 and 2,827, respectively, in 1911-12. In special and other schools for boys there were 425 girls as against 3,672. The total number of girls and women in all classes of public institutions for the education of men and boys was 65,229 on 31st March 1917 as compared with 60,011 on the corresponding date of 1912.

504. **Can co-education be dispensed with.**—Should co-education be encouraged? This is not a very easy question to answer. There is undoubtedly a general prejudice against it among parents, even among the village *raiyats*. The prejudice is not always easy to understand, but there the prejudice is and it has got to be reckoned with. Moreover, there are undoubted difficulties of what may perhaps be called an instructional kind. It will be a good many years yet before Indian women come forward as teachers of boys, other than infants, even in the primary schools. It is said that the *pandit* neglects the girls who may be attending the boys' schools. Whether this is so or not, he certainly cannot teach them needlework or anything which comes under the general term domestic science. The position seems to be this. Wherever it is possible to establish a school for girls such a school should be established and maintained, and staffed by women, whenever this is practicable. Possibly infant boys might be encouraged to come to the infant sections of girls' schools, provided such an arrangement were not allowed to obscure in any way the principle of separate schools for boys and girls, wherever possible. This is, however, another and comparatively simple matter. The problem is how to provide instruction for girls in a village which cannot support more than one *pandit*. In a case like this two different arrangements seem to be in vogue. In some places the girls come to school with the boys; in other places the *pandit* holds, or is supposed to hold, separate classes for the girls, either in the morning before the ordinary school hours or in the afternoon after the boys' classes have been dismissed. In either case the *pandit* receives some small extra remuneration on account of the girls. I must confess that of the two arrangements just cited the former seems to me to be the more practicable. A village *pandit* is rarely, if ever, a man whose sole means of livelihood is teaching. He cannot by teaching earn enough to support himself and his family. This being so I cannot imagine that the girls if they have to be taught outside school hours receive very much serious attention. I realise, however, that if the parents object to their girls being taught with the boys, the special class arrangement outside school hours is the only possible one. The whole question calls for careful consideration in

the light of the actual facts. Miss Irons favours a capitation grant, as she anticipates that one of the results of such a system would be that the *pandit* would pay more attention to the girls. Miss Bose thinks that any system which offers a *pandit* of a boys' school extra remuneration for teaching girls is rather a hindrance than otherwise to girls' education.

> Wherever girls are educated with boys, she writes, the girls are entirely neglected and learn nothing. The *pandits* merely take in girls in order to get extra remuneration and they are often enticed away from girls' schools. I find that if we attempt to form a girls' school at such centres the *pandit* does everything he can to make it a failure.

It seems to me to be beyond question that where a separate girls' school exists or could be established, no encouragement whatever be given to *pandits* of boys' school to admit girls. Even where there is only one village *pandit*, I am doubtful as to the wisdom of the offer of additional remuneration. Mr. Gunn, Inspector of Schools, Dacca division, holds the view that girls reading in boys' school should be on precisely the same footing as boys.

Caste.

505. Caste schools for girls are not necessary. The demand for some education for their girls is not confined to the higher castes, and girls from low castes are to be found in girls' schools sharing benches with Brahmins. There are primary schools in backward areas, the pupils of which are mainly girls of the lower castes or aboriginals. There are various missionary bodies (Christian and non-Christian) which are devoting their attention to the education of the girls of backward castes and tribes. As was noticed in the last quinquennial review the percentage of girls under instruction is exceptionally high among aboriginal Indian Christians.

The education of Muhammadan girls.

506. **Girls under instruction in public institutions.**—The total number of girls and women under instruction in all classes of public institutions for the education of Indians at the end of 1916-17 was 285,398 as against 222,576 at the end of 1911-12. Of these, 131,380 or 46·0 per cent. were Muhammadans against 86,476 or 38·8 per cent. at the end of 1911-12. There were 2 Muhammadan girls in arts colleges, 36 in high schools, 205 in middle schools, 129,341 in primary schools including *maktabs* and 1,796 in special schools. The corresponding figures for 1911-12 were 1 ; 46 ; 87 ; 76,353 and 9,989 respectively. In 1916-17 98·4 per cent. of the total number of Muhammedan girls and women on the rolls of public institutions were in primary schools as against 88·2 per cent. in 1911-12.

507. **Girls in private institutions.**—There were also 9,099 Muhammadan girls returned as under instruction in private institutions at the end of 1916-17 as against 7,316 girls at the end of 1911-12. Of these 7,393 and 5,716, respectively, were reading in *Koran* schools.

508. **A general desire for education.**—There is now undoubtedly a general desire among the Moslems of the Bengal Presidency that their girls should receive some education and that that education should include some instruction in the precepts and sacred book of Islam. But Moslems of the higher classes of society are equally emphatic that there cannot at present be any serious modification of the *purdah* system. "The influence of the *purdah* system," writes Dr. Chatterjee, Inspector of Schools, Rajshahi division, "continues unabated. As it is a religious injunction to observe *purdah*, it cannot be expected that the Muhammadans will ever do away with the *purdah* system altogether." "With the Muhammadans," Miss Irons observes, "owing to strict *purdah zanana* classes are more welcome than schools."

509. **The double problem.**—The problem divides itself under two heads : (*i*) the education of the girls of the upper classes of Moslem society—this is mainly a town problem ; (*ii*) the education of the Moslem girls of the poorer classes—this is largely a village problem.

510. **The need for Moslem girls' schools.**—It has been stated that the Moslems of the upper classes will not lift the *purdah*. But a merely *purdah* school does not really meet their wishes. The advance of education among Moslem women of the upper classes depends almost entirely upon the establishment and maintenance of strictly *purdah* schools, which should be staffed by Muhammadan women and confined exclusively to Muhammadan girls. There are a certain number of such schools already, and if any real progress is to be made the number of these schools must be increased. The difficulty in the way of increasing these schools is the dearth of teachers. If these schools are really to appeal to Muhammadans they must be staffed by qualified Moslem women and such women are almost unobtainable in Bengal. It is reported that an attempt has been made to recruit women teachers for the Muhammadan girls' schools in Calcutta from the United Provinces and the Punjab, but that the attempt has not been very successful. With a view to meeting this difficulty a scheme for establishing in Calcutta a training class for Muhammadan women teachers was worked out during the quinquennium and submitted to Government. The scheme was not sanctioned owing to financial stringency, but the need for such a class is most urgent. Miss Brock recently pointed out that there was little to be gained by applying for special grants for Moslem girls' schools, seeing that no teachers were available for them.

A sum of Rs. 45,000 has been reserved for Muhammadan girls' schools out of the recent Imperial assignment of Rs. 2,44,000. Among the better class *purdah* Muhammadan girls' schools which receive special grants from Government are the following :—

(1) The Suhrawardy Moslem Girls' School, Calcutta.
(2) The Sakhawat Memorial Girls' School, Calcutta.
(3) The Midnapore Moslem Girls' School.
(4) The Asansole Hanifa Moslem Girls' School.
(5) The Hussamia Girls' School, Comilla.
(6) The Munshipara School, Rangpur.

511. **The poorer Muhammadans are demanding education for their girls.**—The increase in the demand for girls' education among the poorer classes of Muhammadans has been one of the features of the quinquennium. This is most marked in the Rajshahi division, where the number of girls attending public school has gone up to 15·4 per cent. of the total pupils under instruction in the five years under review and the proportion of Muhammadan girls to the total number of girls under instruction now stands at 74·5 per cent. But the tendency has been fairly universal, for it is reported that even in West Bengal many *maktabs* have been opened in backward villages, although the scheme for starting model *maktabs* for girls which was recently worked out is still held in abeyance for want of funds.

512. **How is the demand to be met?**—The problem is how to meet this demand. Whence are the funds and the competent teachers to come? This is one aspect of the general problem of providing instructions for girls in villages, but the girls' *maktab* is a special difficulty, because some minimum of Islamic knowledge is required and in some case, *e.g.* in the *maktabs* of Calcutta and Dacca, some knowledge of Urdu is also necessary. The assistant inspectress of Calcutta recently found that some of the *maktab* teachers of Calcutta, who are supposed to teach Urdu, could not even write their names in that language.

Zanana teaching.

513. **The Inspectresses' reports.**—For a description of this work I cannot do better than quote the Inspectresses. Miss Bose writes:—

> The system of education, by means of house-to-house visitation and in central gatherings, is a great boon to *purdah* women, both Hindu and Muhammadan, and is very highly appreciated by people of both communities. In 1914-15, an additional annual sum of Rs. 5,400 was sanctioned for the extension of *zanana* education. It enabled us to employ 15 more *zanana* teachers—5 for Calcutta, 5 for Presidency and Burdwan divisions each. The five given to Calcutta were appointed purely for Muhammadan work, thus making the number to 9 in

Calcutta. I am sorry to say that some of these teachers are not competent to carry on the work. The women now employed with the exception of one or two have the most meagre education. . . . . The Muhammadans are still in their infancy, as far as female education is concerned, and need encouragement and help no doubt, but it is impossible to open new schools and *zananas* until we can secure the services of trained qualified teachers. A Muhammadan training institution—the scheme of which has had to wait for financial stringency owing to the war—is essentially needed for the purpose. We shall never get qualified teachers until this is done.

We have in all 719 married girls and women under instruction in West Bengal. The *zanana* teaching is conducted on two methods :—

(*a*) By means of central gatherings.
(*b*) By house-to-house visitation.

There are only 7 of the first type.

The latter system of imparting education to women in the *mufassal* takes up a great deal of time, which hinders the work, hence we have tried to group them in centres, where possible, and I am glad to say, have succeeded in doing so in several places. As usual, we were met with opposition, in the beginning, but people are coming round, and do not try to raise any more objections now.

Miss Irons' report is as follows :—

The progress in *zanana* education has been very satisfactory. The difficulty in educating Muhammadan ladies is still very great as they all speak Urdu. Most of the instruction is imparted through Bengali, it would be better to impart all their education through the medium of Urdu.

Five hundred and ninety-eight women are receiving instruction from *zanana* governesses in the Dacca, Rajshahi and Chittagong divisions. Their work requires very frequent inspection to keep them up to the mark. There is a great demand for an extra assistant inspectress for *zanana* work in the Dacca circle. The assistant inspectresses held regular examinations every year in the *zananas*. Some lessons on sick nursing and first-aid have been introduced in connexion with the hygiene lessons.

Private Institutions.

514. **Statistics of girl pupils.**—In 1916-17 there were 11,095 girls reading in private institutions. Of these 1,894 were Hindus, 9,099 Muhammadans, 59 Indian Christians. 31 Buddhists, 1 Parsi, while 11 belonged to other races.

515. **The Mahakali Pathshala, Calcutta.**—The Mahakali Pathshala has been described in previous reports. The institution is now in a bad way, being crippled with debts. Many appeals have been made to the Hindu public, but apparently in vain. Several applications for grants-in-aid have been addressed to me, but my view is that institutions of this nature should be supported by the community which wants them. There are now several Mahakali Pathsalas in the *mufussal* and they are certainly popular.

Professional and technical education.

516. **Number of women under medical instruction according to race and creed.**—At the end of 1916-17 there were 33 women studying in the Medical College, Calcutta, and in the medical schools of the Presidency. Of these, 19 were Europeans or Anglo-Indians, 11 were Indian Christians, and 3 were Hindus (members of the Brahmo Samaj are returned as Hindus). At the end of 1911-12 there were 50 women studying at the Medical College of Calcutta and the medical schools of Bengal as now constituted, and of this number 21 were Europeans or Anglo-Indians, 22 were Indian Christians, 5 were Hindus and 2 were Muhammadans.

517. **Teachers under training in Indian Training schools and classes.**—On 31st March 1917 there were 123 students on the rolls of training schools and classes for women. Of these, 92 were Indian Christians, 29 were Hindus (including Brahmos), 1 was a Muhammadan and 1 a Buddhist. At the end of 1911-12 there were 111 students on the rolls of the training schools and classes for women, *viz.*, 1 European, 66 Indian Christians, 32 Hindus (including Brahmos), 11 Muhammadans and 1 Parsi.

518. **Number of girls and women in art schools.**—At the close of the period under review there were 40 girls and women in the schools of art. Of these 1 was an Indian Christian and 39 were Hindus (including Brahmos). At the end of the previous quinquennium there were only 3 Europeans or Anglo-Indian women in these schools.

519. **Technical and industrial training.**—Five hundred and fifteen girls and women were returned as undergoing technical and industrial training at the end of 1916-17 as against 406 at the end of 1911-12. Of these 230 were Indian Christians, 168 were Hindus (including Brahmos), 42 were Muhammadans, 35 were Buddhists and 40 belonged to other races. The corresponding figures at the close of the last quinquennium were 179 ; 124 ; 39 ; 51 and 13, respectively.

520. **Industrial schools.**—There are 11 industrial schools for girls in the Presidency—6 in West Bengal and 5 in East Bengal. The most prominent of these institutions is the Kalimpong Industrial School. This school has succeeded in introducing the making of lace and embroidery as a cottage industry into the Darjeeling district. Moreover, every girl who comes to the Kalimpong School or to one of the branch schools to learn lace or embroidery, is given quite an appreciable amount of general elementary education. Thus Mrs. Graham is not only extending the lace and embroidery industry, she is also breaking down illiteracy among the girls of the district.

The Mahila Silpasram in Calcutta is no longer aided by the Education Department.

Education and physique.

521. **The gravity of the problem.**—This is a matter of some delicacy but of extreme importance. I have already quoted Miss Janau's statement that the health of the students of the Bethune College deteriorates as they advance through their University courses. Sister Mary Victoria, Principal, Diocesan College, Calcutta, is even more emphatic in her condemnation of the general disregard for health, which characterises the students of her college.

> Students are very difficult to manage in the hostel. They will not eat sufficient food. They are very dainty and they only wish to eat what they like. They will not eat nourishing food. In spite of the new conditions of life, they insist, in some cases, on taking only that food to which they have been accustomed in the *zanana* life. The conditions have altered, the diet must be altered.
>
> They dislike exercise and take it only under compulsion. They will not go into the fresh air, if they can avoid doing so.
>
> They will not take sufficient rest unless compelled. They will evade the rules and work in the middle of the night, if they can get the opportunity.

The education of college and school is new to the women of India. Their physical habits were formed in response to an entirely different environment. The problem of adapting those habits to meet the new demands is a matter in which the Education Department can do little, though sympathetic and tactful English women, be they Government servants or not, can do much. But it is a problem which the Education Department has no right to ignore. The following picture which is also from the pen of Sister Mary Victoria ought to make every one who has the future of Bengal at heart pause and think.

> The average student is very weak. She needs good food, exercise, and often remedial gymnastics. The chest is contracted and the spine often curved. She has never been drilled. She has no desire for games. She cannot sit well or walk freely. She comes to us with an impaired appetite and with an inherited dislike to eat anything but rice, vegetables and sweets.

522. **The teaching of hygiene in girls' schools.**—The prescribed curriculum for girls' schools in Western Bengal includes a syllabus for hygiene and domestic economy which extends through each of the first six standards.

The teaching of this syllabus is compulsory and there is a direction that the work should be made as practical as possible. According to the prescribed curriculum for girls' schools in Eastern Bengal there is no hygiene teaching in classes I to IV. The only direction as regards this teaching in classes V to VII is that it should embrace such subjects as cleanliness, ventilation, exercise, filtered water, drains, care for the sick and care of children. In classes VIII and IX some such book as "Susrusha" or "Santanpalan" is to be used. The reports of both the inspectresses are silent as to the value of this hygiene teaching in girls' schools. The impression which I have formed is that some quite valuable work is done in mission schools, but that in schools under Indian management the subject is not treated seriously.

523. **Instruction in first aid, etc., at the Diocesan College, Calcutta.**—Sister Mary Victoria has recently started lectures on first aid, mother-craft and home nursing for the students of the Diocesan College, Calcutta.

524. **Physical exercise at colleges.**—I have already mentioned Miss Janau's efforts to encourage games at the Bethune College. A "health brigade" has also been started at that institution. The games club at the Diocesan College has also been mentioned, but Sister Mary Victoria wants to go much further than this.

> We want the authority of a recognised medical official to compel the student to take those remedies which will help her to grow into a woman. Especially do we need the help of a physical exercises expert. The conditions of India are trying; our space is limited; with difficulty we arrange for drilling under possible conditions. We must use the time we have to the very best advantage. We cannot afford the time for incompetent teaching and we cannot afford to employ a full-time expert; but we would gladly pay part of the salary of a trained expert, should one be found who could give one day a week to our work.

525. **Physical exercises in schools.**—Turning to the question of physical exercise in schools, Miss Bose writes :—

> There has been a great improvement in physical education during this quinquennium. Much more attention has been paid to physical exercise in mission high schools, especially as they compete with each other in sports, held annually at the Young Women's Christian Association. Most of the schools have hardly any playground, to speak of. So, much games and sports cannot be undertaken.
>
> Drill is taught in all the mission boarding high schools and in Hindu schools where there are female teachers. It is compulsory in the training classes. For the benefit of the teachers Government sanctioned Rs. 295 for Dr. Segard, who gives lectures on drill to teachers once a week at the Young Women's Christian Association. This is highly appreciated by all teachers and it is hoped that drill will be taught more efficiently in future.
>
> Drill cannot be introduced in schools in charge of *pandits*. It is repugnant to the Hindu community, but with women teachers this repugnance might be overcome. It is a subject that needs immediate attention, as the health of girls depends so much on it.
>
> In my opinion a qualified drill mistress partly paid by Calcutta Corporation and partly by Government would be a great help. Since it is the duty of the Corporation to look after the health of the residents of Calcutta, I think they ought to appoint such a teacher for improvement of school childfen's health.

Miss Irons' report is as follows :—

> *Physical training.*—This is a subject which at present is undeveloped. It is very difficult to introduce drill into the schools of Eastern Bengal owing to the strong objections of the parents.
>
> The primary and mission schools in Dacca town teach their children drill. The high schools and middle schools also teach musical drill in their lower classes but the authorities have to proceed with caution. Drill has been introduced in the mission schools also in the Darjeeling district. Action songs are taught in almost all the girls' schools of the divisions.
>
> Drill has been introduced in the lower classes of some other schools, but there is still a great deal of prejudice about it. I have seen good results in many of the mission schools. The gradual removal of prejudice from many of the districts will help to relieve the situation.

Committees and societies.

526. **The Female Education Committee of East Bengal and Assam.**—There is no longer any standing committee on female education. The old Female Education Committee of East Bengal and Assam ceased to exist with the reconstruction of the Provinces of Bengal and Assam.

527. **Female Education Committee, Bengal.**—In 1913 a Female Education Committee was constituted for the Presidency to advise Government in matters relating to the education of girls. The first session of the committee took place on the 18th and 19th March 1913, and the results of its deliberations were a valuable document which dealt with the subject of the education of Indian girls and women in all its phases. The scheme of the distribution of the Imperial allotments proceeded in the main on the recommendations of this committee. The committee has not since been reconvened. Many proposals and schemes which have been evolved are awaiting funds. The war has affected the financial position and the last five years have witnessed the production of many abortive proposals. The main work for the present must needs be consolidation.

528. **The Hindu Female Education Committee of 1914.**—In 1914 Government appointed a Hindu female education committee to consider and report on the existing facilities for the education of Hindu girls and to make detailed suggestions for remedying such defects as the committee might find to exist. The committee found that there was a need for a superior type of *purdah* school for the secondary education of Hindu girls in Calcutta, and, among other suggestions, formulated a scheme for the establishment of a thoroughly equipped model secondary school under Government control (with a distinct curriculum of its own) at Calcutta. The suggestions of the committee were considered and it was subsequently proposed to Government that a special secondary school in Calcutta for orthodox Hindu girls might be started on more modest and practical lines and with a suitable curriculum.

529. **Association of university women in India.**—There is an association of university women in India. This association interests itself in the education of Indian girls and women and it has recently been consulted by the Department on one or two occasions in connexion with important questions relating to female education.

Summary.

530. The field has been well mapped and a comprehensive system has been evolved. The weakest part of the system is the provision for primary education by municipalities and district boards; but this is the greatest weakness of the educational system as a whole. The difficulty is not only one of funds; it is a difficulty of machinery. As regards the other grades and aspects of the problem as a whole, it is fair to say that with more means at our disposal a real advance can be made. The question how those means are to be provided brings us up against the crux of Indian administration. But we may at least hope that in dealing with the education of girls we shall not repeat the mistakes which have been made in the education of boys. There will be no excuse if we do, for the girls of Bengal with a comparatively few exceptions do not have to be trained to scramble in the open market for a living. For many years yet secondary and higher education will be confined to the few. Is it too much to hope that we shall be able so to order things that the education given will be a reality? There is only one way of accomplishing this and that is by securing cultured and sympathetic women to work as inspectresses and in colleges and schools and by giving these women as free a hand as possible. If we determine to do this and do not shrink from the bill—it will not be an unlimited liability—we shall be giving Indian women a chance. More than this no Education Department in India, as it is to-day, could ever hope to do.

CHAPTER IX.

The Education of Europeans and Anglo-Indians.

INSTITUTIONS AND PUPILS.

531. **Institutions.**—The total number of institutions for the education of Europeans and Anglo-Indians for 1916-17 was returned as 79. This number does not include the Armenian College, the Railway School, Bandel, and the Christian Girls' School at Chinsura, which failed to submit returns.

Of the 79 institutions referred to above, 16 were special classes—technical, industrial or commercial attached to their respective schools.

532. **Classification of schools according to grading.**—Of the institutions returned 21 were secondary schools, 17 were higher elementary schools, 21 were elementary schools, 3 were special technical institutions, viz., the Calcutta Technical School, the European Apprentices' Night School, Kharagpur, and the Y. W. C. A. technical and commercial classes, and 1 was a teachers' training class attached to the Dow Hill School, Kurseong. The rest, viz., 16, were, as stated above, special classes. At the end of 1911-12 there were 68 institutions, viz., 58 secondary and primary schools, 9 special schools and 1 school not conforming to Departmental standards.

533. **Number of European and Anglo-Indian pupils.**—The total number of European and Anglo-Indian pupils and students under instruction on the 31st March 1917 was 8,959 as against 7,877 on the 31st March 1912.

534. **Pupils in secondary and primary schools.**—On the 31st March 1917 there were 9,232 pupils in the 59 secondary and primary schools as against 8,082 pupils in the 58 secondary and primary schools on the 31st March 1912. Of 9,232 pupils, 8,603 were Europeans and Anglo-Indians and 629 non-Europeans as against 7,527 Europeans and Anglo-Indians and 555 non-Europeans five years ago.

535. **Pupils in Special schools and classes.**—On the 31st March 1917 there were 402 students in the 20 special schools and classes as against 401 students in the 9 special schools and classes on the 31st March 1912. Of 402 students, 356 were Europeans and Anglo-Indians and 46 non-Europeans. The corresponding figures five years ago were 350 and 51.

536. **Non-Europeans in European schools.**—On the 31st March 1917 the number of non-European children under instruction in European schools was 675 (boys 425 and girls 250) and they were classified as follows :—Indian Christians 78, Brahmans 83, non-Brahmans 83, Muhammadans 64, Buddhists 30, Parsis 123 and others 214. The corresponding figures of five years ago are :—Indian Christians 75, Brahmans 57, non-Brahmans 57, Muhammadans 63, Buddhists 50, Parsis 85, and others 317, giving a total of 704 (boys 456 and girls 248).

537. **Pupils in different stages of instruction.**—Of 9,232 pupils in secondary and primary schools, 905 (boys 555 and girls 350), 1,596 (boys 921 and girls 675), 2,009 (boys 1,071 and girls 938) and 4,722 (boys 2,474 and girls 2,248) were, respectively, in high, middle, upper primary and lower primary stages of instruction. The corresponding figures of five years ago were 270 (boys 174 and girls 96), 2,000 (boys 1,209 and girls 791), 1,851 (boys 984 and girls 867) and 3,961 (boys 2,088 and girls 1,873).

538. **Local distribution of schools and pupils.**—The European schools were fairly well distributed throughout Bengal. The largest number of schools were in Calcutta and its neighbourhood—Kidderpore, Howrah, Chitpore and Entally.

The 9,232 pupils in secondary and primary schools on 31st March 1917 were distributed locally as follows :—Calcutta and Howrah 6,159 ; Darjeeling, Kurseong and Kalimpong 1,955 ; Asansol 329 ; Dacca 174 ; Chittagong 176 ; along the Eastern Bengal Railway line 75 ; along the East Indian Railway line 187 and along the Bengal-Nagpur Railway line 177. The corresponding figures for (1) Calcutta and Howrah, (2) Darjeeling, Kurseong and Kalimpong and (3) Asansol, five years ago were 5,548, 1,495 and 288.

539. **Distribution of schools and pupils according to management.**—The following table shows the distribution of schools and pupils according to management :—

	Number of institutions.	Number of pupils.	Percentage of total number of pupils in secondary, primary and special schools.
Government institutions	5	302	3·13
Jewish	1	131	1·36
Non-Conformist	4	581	6·03
Church of Scotland	2	490	5·09
Church of England	14	1,645	17·07
Roman Catholic	38	5,360	55·64
Undenominational including Y. W. C. A.	15	1,125	11·68
Total ...	79	9,634	100·00

It will be observed that Roman Catholic school authorities maintained during the quinquennium a preponderance both in the number of schools and the number of pupils.

Pupils in professional Colleges and schools.

540. **Number of European and Anglo-Indian pupils in professional colleges and schools.**—According to the returns for 1916-17 there were (including 23 girls and women in training schools and colleges for teachers) 506 Europeans and Anglo-Indians studying law, medicine, art, commerce, engineering and veterinary science. The corresponding figure for 1911-12 was 552.

541. **Law.**—The rolls of the law colleges show that there were 6 European and Anglo-Indian students studying law on the 31st March 1917 against 1 on the 31st March 1912.

542. **Medicine.**—There were 48 European and Anglo-Indian students in the Medical College on the 31st March 1917. Of these 31 were young men and 17 young women. The number on the 31st March 1912 was 123, of whom 104 were young men and 19 young women.

543. **Art.**—On the 31st March 1917 there were 2 European or Anglo-Indian young men in the Government School of Art, Calcutta, against 1 European or Anglo-Indian young man and 3 young women on the 31st March 1912. During the quinquennium 10 European and Anglo-Indian young men and 1 young woman were students in the school.

544. **Engineering.**—On the 31st March 1917 there were 4 and 35 students attending respectively the Engineer Department and the Apprentice Department of the Sibpur College as against 3 and 24 students in the same two departments on the 31st March 1912.

545. **Veterinary.**—The rolls of the Bengal Veterinary College, Belgachia, show that there was only one European student in the College on the 31st March 1917.

Collegiate education.

546. **General position.**—The following institutions which are affiliated to Calcutta University, occasionally prepare European and Anglo-Indian students for University degrees :—

St. Xavier's, Calcutta (for B. Sc. and Intermediate Arts).
Loreto House, Calcutta (for Intermediate Arts and L. T.).
The Diocesan College, Calcutta (for B. A., L. T. & B. T.).
The David Hare Training College, Calcutta (for B. T.).

But, as stated in the last two quinquennial reports, " collegiate education for Europeans, as a thing apart from the collegiate education of Indians, is practically non-existent ".

547. **European and Anglo-Indian students in arts colleges.**—At the end of the quinquennium under review 8 European and Anglo-Indian young men and 17 young women were reading in arts colleges against 15 and 9 such students respectively at the end of 1911-12.

548. **The Cambridge Higher Local Examinations.**—The following table shows the successes in the Higher Local Examinations during the quinquennium under review :—

Year of Examination.	Number of entries in Bengal.	Passes.	Honours II.	Distinctions.
June 1912	No examination in Bengal ...	...	...	...
December 1912	8	6	3	2
June 1913	No examination in Bengal ...	...	...	...
December 1913	11	6	...	...
June 1914	7	5	...	...
December 1914	7	3	...	...
June 1915	No examination in Bengal ...	...	...	...
December 1915	12	7	1	1
June 1916	16	12	3	2
December 1916	12	11	3	3
Total ...	73	50	10	8

549. **University examinations, 1917.**—The following statement shows the success attained by European and Anglo-Indian students at the various University examinations of 1917 :—

Name of examination.	Number passed.		
	Men.	Women.	Total.
(1) M. A.	1	...	1
(2) B. A. (Honours)	...	2	2
(3) B. A. (Pass)	4	...	4
(4) B. Sc. (Honours)	1	...	1
(5) I. A.	3	3	6
(6) I. Sc.	1	...	1
(7) Second M. B. (Pass) ...	1	...	1
(8) First M. B. (Honours) ...	...	1	1
(9) Ditto (Pass)	1	1	2
(10) B. E.	1	...	1
(11) I. E.	1	...	1
(12) B. T.	2	...	2
(13) L. T.	...	4	4
(14) Matriculation	4	2	6

Expenditure.

550. **Total expenditure.**—The total expenditure incurred in 1916-17 on European education was Rs. 27,49,996 as against an expenditure of Rs. 18,27,670 in 1911-12, an increase of over Rs. 9,00,000. The sum of Rs. 27,49,996 was met from (1) Provincial revenues, including Imperial grants for European education—Rs. 8,32,150 ; (2) municipal grants—Rs. 19,235 ; (3) fees—Rs. 10,55,427 ; (4) endowments—Rs. 1,22,323 and (5) subscriptions, donations and other sources—Rs. 7,20,861.

551. **Expenditure on buildings and equipment.**—In 1916-17 the expenditure on buildings, furniture and apparatus amounted to Rs. 3,01,214 as against Rs. 1,06,856 in 1911-12 and was appropriated as follows :—(1) Provincial revenues—Rs. 40,986; (2) municipal grants—Rs. 480 ; (3) fees—Rs. 79,175 ; (4) endowments—Rs. 10,156 and (5) subscriptions and other sources—Rs. 1,70,417.

552. **Expenditure on boarding charges.**—The boarding charges, *i.e.*, the expenditure upon the boarding departments of all boarding schools and orphanages in Bengal in 1916-17 amounted to Rs. 9,65,794 as against an expenditure of Rs. 6,06,116 in 1911-12. The sum of Rs. 9,65,794 was appropriated from (1) Provincial revenues—Rs. 2,59,896 ; (2) fees—Rs. 5,29,440 ; (3) endowments—Rs. 12,317 and (4) subscriptions and other sources—Rs. 1,64,141. The expenditure in 1911-12 was defrayed from (1) Provincial revenues—Rs. 1,85,374 ; (2) fees—Rs. 3,08,995 and (3) endowments, subscriptions and

other sources—Rs. 1,11,747. The Government contribution towards boarding charges rose from Rs. 1,85,374 to Rs. 2,59,896 during the quinquennium. The sum of Rs. 2,59,896 included the expenditure upon the boarding departments of the Victoria School, Kurseong, the Dow Hill School, Kurseong, and the Training Class, Kurseong (all Government institutions), which amounted to Rs. 1,00,534. The balance, namely, Rs. 1,59,362, was paid as free-boarding grants to schools and orphanages for the maintenance of free-boarders.

553. **Cost of Government institutions at Kurseong.**—The Victoria School, Kurseong, excluding the technical department (sub-overseer classes) cost Government a net amount (*i.e.*, after deducting the income from fees, fines and sale of old materials and the Government grant of Rs. 796 for cadets) of Rs. 56,992 in 1916-17 as against a net amount of Rs. 42,848 in 1911-12, an increase of over Rs. 14,000.

Victoria Boys' School.

Technical Department, i.e., *sub-overseer classes.*—The net cost to Government on account of these classes was Rs. 4,513 in 1916-17 as against a net charge of Rs. 4,680 in 1911-12—a decrease of Rs. 167.

Dow Hill Girls' School.—The net cost to Government on account of the Dow Hill Girls' School, Kurseong (*i.e.*, after deducting the income from fees and the cost of the domestic science class), was Rs. 65,458 in 1916-17 as against a net charge of Rs. 32,590 in 1911-12, the cost being nearly double.

Domestic science class.—This is a special class for girls who have passed through the ordinary school course and was instituted during the quinquennium under report. A practical training is given in the domestic arts—cooking, home-nursing, laundry, etc. The net cost in 1916-17 to Government on account of this class was Rs. 2,153.

Continuation class.—Against this expenditure should be set the net cost to Government on account of the continuation class at Dow Hill which amounted to Rs. 500 in 1911-12. This was a commercial class opened in 1904 and closed in 1913 as a result of the failure to obtain a suitable successor to the special teacher who had resigned in 1913.

The Dow Hill Training Class, Kurseong.—The cost on account of this class was entirely borne by Government and was Rs. 18,440 in 1916-17 as against Rs. 12,495 in 1911-12.

It will be seen that the net cost to Government on account of all the institutions was Rs. 1,47,556 as against the cost of Rs. 93,113 in 1911-12—a net increase of Rs. 54,443.

Grants-in-aid.

554. **Imperial grants.**—In addition to the previously existing Imperial grant of Rs. 60,000 and the Provincial grants, European schools were favoured with special grants-in-aid during the quinquennium out of the Imperial assignments for education in Bengal. The Imperial grants for European Education in Bengal during the quinquennium were (1) a non-recurring grant of Rs. 5,00,000, which was spent solely on the improvement of school buildings, (2) recurring grants of (*a*) Rs. 40,000 and Rs. 2,000 for the expansion of education among the poorer classes of domiciled Europeans and Anglo-Indians in the city of Calcutta, and (*b*) Rs. 15,000, Rs. 50,000 and Rs. 60,000 as general maintenance grants.

In Bengal the Imperial recurring grants of Rs. 40,000, Rs. 2,000, Rs. 15,000, Rs. 50,000 and Rs. 60,000 were distributed in the form of staff grants. All the elementary and higher elementary schools received grants as well as some of the secondary schools. The grants to free schools in Calcutta were assessed as follows :—The maintenance grant earned by a school in 1912 was deducted from the sum total of its expenditure upon staff for that year, and a grant equal to the amount of the balance was given. Thus, when these grants were instituted, Government bore the entire cost of expenditure upon staff. But with the allotments available and with salaries increasing year by year, it has been impossible to adhere to this principle. Those secondary schools which shared in the grant were given half instead of the whole of the balance of their expenditure upon staff. The extension of this system to all secondary schools would have involved an additional annual expenditure of Rs. 50,000.

The Free boarding grant.

555. A special grant of Rs. 8 a month per child for "European orphans and destitute European children" (Article 46 of the Code) is given in aid of boarding expenses of orphanages and schools. It has been persistently represented by Departmental officials and by responsible people interested and experienced in the Anglo-Indian problem that the free boarding grant until quite recently has been profitably exploited by Indian Christians who thereby obtain for their children a European education, for which they are not fitted, together with free board and lodging, mainly at the expense of the State, to the detriment of the community in whose interests this financial provision was primarily inaugurated. During the last two years the system of applications for these grants has been revised in order to obtain a more careful scrutiny of the claims to this assistance, and ultimately to acquire a statistical basis of the poorer Anglo-Indian community domiciled in the Presidency. In order to check the validity of the claims so made, the Inspector personally visited a large number of houses from which applications had been submitted. Further, the applications are now filed upon a new system calculated to give roughly a geneological history of the poorer Anglo-Indians in Western Bengal. Throughout all these investigations the various charitable organisations of Calcutta were in active co-operation with the Inspector. Besides the revision of the initial form of application, a second form was devised for applications for the annual renewal of the grant.

Candidates for this grant for the last two years in every school, except Dacca and Chittagong schools, have all been interviewed individually at their different schools and some at their homes by the Inspector. These individual investigations concerned some 1,600 children (accepted and rejected).

It is necessary to report, however, that there are undoubtedly large numbers of children of European descent who are orphans or otherwise destitute, and that the elimination of ineligibles scarcely affects the burden which the large city orphanages have to face. The grant of Rs. 8 has been shown to be inadequate even in peace days, but now the financial situation of such institutions as the Entally Convent is very serious indeed. The Government of Bengal on the representation of the Director of Public Instruction have recommended enhanced assistance to boarding schools and have suggested that the free boarding grant of Rs. 8 be raised to Rs. 10. The annual free boarding grant distribution amounts roughly to one and a half *lakhs* of rupees, and unless the provincial allotments are substantially increased the change in rate per head will reduce the possible number of recipients by about 200.

Teachers:—Qualifications and conditions of employment.

556. **Statistics of teachers in European schools.**—The returns for 1916-17 show that there were 546 teachers on the staffs of the various primary and secondary schools in Bengal. This means something like an average of one teacher to every 17 pupils and though an increase of 2 pupils per teacher is shown on the returns for 1911-12 the ratio of pupils to teachers is still very satisfactory, since the Code requires 1 teacher to every 30 pupils. The same satisfaction cannot be felt when the figures are examined from the point of view of training and other qualifications. General Table IX shows that there are 211 trained and 335 untrained teachers in primary and secondary schools; thus the number of trained teachers is 38·6 per cent. of the total number. Members of religious orders engaged in teaching are returned as trained teachers. Excluding ecclesiastics from the total number of trained teachers there were 62 trained lay teachers in 1916-17 for the whole Presidency. This number is nearly double the corresponding number in 1912-13, but it is still woefully inadequate. The dearth of trained teachers is most marked in elementary schools. Of the total number of 546 teachers 302 hold certificates of some kind and the rest do not hold any certificates.

557. **Reasons for shortage of trained teachers.**—There are, amongst others, two reasons to account for the general shortage of trained teachers.

(*i*) Teaching for men has not yet assumed the status of a real profession. The present pay and prospects are very poor and young men with the requisite qualifications cannot be induced to become teachers. If they do begin to teach it is only with the idea of waiting for better posts. Still fewer young men are willing to go for training. Since 1912 there have been 3 men students deputed from Bengal to the Government Training college, Sanawar.

(*ii*) Training for women teachers is provided in Bengal at the Dow Hill Government Training Class, Kurseong. In contrast to the other provinces, which provide training courses, the Dow Hill students on leaving the Class have not been held to their contract with Government, viz., that in return for the two years' training they should teach for two years in schools in Bengal. Without permission, students on leaving Dow Hill have gone to attractive posts in other provinces, where pay and prospects are generally better than in Bengal. It is felt that the Government training certificate should not be awarded, as at present, immediately the student leaves Dow Hill, but after she has taught for two years in Bengal. If however she cannot get a living wage here, she should be allowed to apply for posts elsewhere.

558. **Graduate teachers.**—The number of graduate teachers was exactly the same as in 1911-12, *i.e.*, 44, and there were 502 non-graduates. The percentage of graduates to the total number was therefore 8 per cent. The following table gives the proportion between unpaid teaching members of religious orders and paid lay teachers :—

	Unpaid and in orders.		Paid lay teachers.	
	Men.	Women.	Men.	Women.
Roman Catholic ...	66	80	53	93
Protestant	...	3	41	148
Railway schools ...	...	...	2	27
Jewish	...	...	...	11
Government ..	...	...	8	14
Total ...	66	83	104	293
	Total ... 546			

559. **Teachers' salaries.**—The following statement was prepared in October 1916 from the managers' returns for the year 1915-16. The statement gives the average monthly salaries of men and women teaching in all grades of European schools in Bengal. It was assumed, in the case both of men and of women, that free residence is equivalent to Rs. 50 a month and free board and residence equivalent to Rs. 100 per mensem. For the sake of comparison, salaries of residential posts are increased by Rs. 50 or Rs. 100 a month according as the post carries with it free residence only or free board and residence :—

A.—Teachers recruited in India (Indian qualifications).

(1)—Untrained.

	B. A.	F. A.	Old Pupil Teacher Examination.	Matriculation or Cambridge Senior.	Junior Local.	No qualifications.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Women ...	158	132	110	103	80	70
Men ...	213	205	None	170	70	135

(II)—Trained.

	Rs.
Women	150
Men	205

Training for women includes the training given in the Dow Hill Training Class and at Madras, Naini Tal and Lahore. Training for men signifies the training given at the Sanawar Training College.

B.—Teachers recruited in Britain, and possessing British qualifications.

	M.A.	B.A	Inter. B.A.	Teacher's Training Certificate.	No qualifications.
	Rs.	Rs.	Rs.	Rs.	Rs.
Women ...	...	300	250	236	...
Men ...	700	600	450	...	300

560. **Professional organisation among teachers.**—Although small educational societies have sprung up from time to time, notably the Teachers' Guild, which owes its existence to the enterprise of the Young Women's Christian Association, teachers in Bengal European Schools have not succeeded so far in organising a professional association to include teachers of every grade and of every religious sect. While the primary purpose of such an organisation would be to conserve the interests of the profession as a body, its influence on the progress of educational theory and practice would be of the greatest value.

The training of teachers.

561. **Preliminary selection and education of pupils intending to become teachers.**—The Simla Conference discussed the merits and demerits of the pupil-teacher and the apprentice-teacher system now defunct in England, and they considered that the latter system might be tried experimentally in selected schools, as a method of selection for the training colleges. The Government of India were doubtful of the proposal but had no objection to its being tried by the local Governments. The Government of Bengal, however, saw no difference between the apprentice and pupil-teacher systems as methods of selecting teachers, and pointed out that what was really required was to improve the general educational attainments of those who intend to enter the teaching profession.

562. **The English bursar system.**—In order to carry out the recommendations of the Government of Bengal, Mr. Mercer proposes that the bursar system, which supplanted the pupil-teacher system in England and which so far has been successful there, should be instituted in Bengal. The system in England is briefly—that Municipal bodies or Urban Councils offer a number of bursarships or scholarships each year to children in both elementary and secondary schools. These are competed for in a public examination conducted by the Municipal educational officer, the Director of Education. Bursarships are awarded to children of about the age of 12 whose parents promise that they shall ultimately become teachers under the local education authority. The bursar then proceeds to the selected secondary school in the neighbourhood and attends as a whole-time scholar for five or six years, at the end of which he takes the public school-leaving examination, generally the Cambridge Senior Examination. The year after this examination forms what is called the probationary year, during which the bursar continues to attend the secondary school for 2½ days a week and teaches in another school, usually an elementary school, for the remainder of the week. During this year he becomes a "student-teacher." The object of this probationary year is to ascertain whether the bursar has the aptitude for teaching and also to prepare him for entrance to the training college. It is the opinion of many school-masters in England that the bursar system is excellent up to the probationary year, but that this year is useless. Mr. Mercer recommends that the above system should be adopted in Bengal and proposes that a number of bursarships should be established for both boys and girls in selected higher secondary boarding schools.

563. **The Dow Hill Training Class, Kurseong.**—The maximum number of students possible at present is 20 and the course of study is of two years' duration. The Headmistress of the Dow Hill School acts as Principal of the Training Class and is assisted by a mistress of method and a mistress of kindergarten method. The entrance qualification for students during the quinquennium was a high school or a Cambridge Senior Local pass. The inadequacy of the average general education of the students who enter Dow Hill is a serious handicap, and few students profit fully by the training available. This is borne out by the high percentage of failures recorded each year. The standard of the final examination is admittedly high, but it is felt that to lower it would be a grave injustice to the schools. The better plan is to raise the standard of general education of students entering the Class. Accordingly, intending students, during the last three years, have been advised to spend another year in school after passing the Cambridge Senior examination, and to study for the Cambridge Higher Local Examination. As a result, more than half the girls who entered for training in March 1917 had passed some sections of the Higher Local Examination and three were possessors of full certificates. The effect on the standard of the training work has been most marked.

An attempt has been made this year to effect a differentiation in the training of the students. A serious criticism has in the past been made against Dow Hill in regard to the kindergarten traiping. It is felt that a student who decides to take up this section of teaching should devote the whole of the two years' training to the acquisition of the special methods required in kindergarten work. The complete course of the National Froebel Union for the Higher Froebel Certificate Examination occupies the best part of three years. An attempt was made last year to rectify this weakness in the Dow Hill course and the qualifications and inclinations of students on entering the class were discussed. As a result, two students are now devoting their whole time to the acquisition of kindergarten methods and their pedagogic reading and instruction have been arranged accordingly.

564. **The training of special teachers for domestic science.**—If the subject domestic science is to be insisted upon in all grades of schools, it will be necessary to make some provision for the supply of teachers specially trained to teach this subject. It will probably be possible to provide such training at Dow Hill School which possesses a highly-qualified domestic science teacher and special equipment.

Physical education in European Schools.

565. **Medical inspection of school children.**—The majority of boarding schools for Europeans make adequate arrangements for the medical supervision of their pupils. It would not be difficult for these schools to hold regular medical examinations of their pupils and to submit to a special medical officer of Government appointed for the purpose the results of these examinations in prescribed forms and at stated intervals. I think that boarding schools might reasonably be required, as a condition of receiving Government aid, to hold regular medical inspections of all their pupils, whether boarders or day scholars, and to submit the necessary returns to Government. As regards day schools for European pupils, it would be necessary to insist that, as a condition of receiving Government assistance, they should arrange for the periodical medical examination by a competent authority of the children under their charge and the submission to the Education Department of the required information in the prescribed form. The finances of European schools generally are not such as to enable them to undertake the whole of the additional charges which such arrangements would involve.

566. **Reports of the Director of Physical Education.**—During the quinquennium Dr. Segard, Director of Physical Education, Bengal, made periodical inspections of European schools and his reports have proved of great assistance to school authorities. During his annual inspections of the Dow Hill Training Class, Dr. Segard gave lectures and demonstrations for the benefit of the students. He has advised that in the proposed revision of the training

course physical education should be considered as a subject requiring special instruction both in theory and practice.

567. **Cadets.**—One result of the Indian Defence Act has been the abolition of cadets under 16. Boys over 16 and under 18 are compulsory cadets and are required to train with their local corps. The capitation grants paid to schools by the Education Department for cadets are no longer required, and it is necessary to consider the future utilization of this allotment. It has been suggested that the allotment for cadet grants should be merged in the ordinary salary grants on condition that the school which continues to benefit by this grant should be required to provide expert physical training on modern lines.

568. **Boy scouts.**—During the quinquennium this movement has made a great advance in the Bengal European boys' schools most of whom have now their own units, which are under the control of the District Commissioner, Major A. D. Pickford. The following troops now exist in the Calcutta district :—1st Troop—La Martinière; 2nd Troop—Fort William; 3rd Troop—Old Mission Church; 4th Troop—Armenian College; 5th Troop—St. Joseph's High School; 6th Troop—Scott's Lane; 7th Troop—St. James'; 8th Troop—Calcutta Free School; 9th Troop—Calcutta Boys' School; 10th Troop—St. John's Church; 11th Troop—12th Troop—St. Aloysius' School, Howrah; 13th Troop—Old Scouts; 14th Troop—Catholic Male Orphanage.

Abstract from the 1915-16 Census of the Boy Scouts' Association in India.

Province.	Local Associations.	Troops.	Scout Masters.	Assistant Scout Masters.	Scouts.	Total.
Bengal	5	18	18	1	560	579
Bihar and Orissa ...	1	1	1	1	30	32

569. **Girl guides.**—The movement is of quite recent origin, so far as Bengal is concerned, but it has become very popular with the school authorities of girls' schools in Calcutta. There is now a company of guides attached to every school in Calcutta except one, comprising about 500 members in all for Calcutta. The movement has done a great deal of good and promises to do a great deal more for girls.

570. **The teaching of temperance and hygiene.**—I do not agree that either of these subjects should figure in an already overcrowded curriculum, except as subordinate parts of other subjects. Instruction in hygiene in girls' schools will naturally be included in a course of household management and should deal in an entirely non-technical way with questions of feeding, clothing, rest, air, light, exercise, cleanliness and the general care of health. Some instruction on the care of young children might also be included. It is desirable also that such a scheme of instruction in household management would include, for older children, simple lessons enjoining temperance in regard to the use of alcohol and stimulants. In boys' schools hygiene and temperance can be adequately dealt with in the elementary science course. Sensational lessons on the unhappy effects of drunkenness are not to be tolerated. The sobriety of the race is not to be ensured by discussing horrors with school children. The best instrument for furthering the habit of temperance and respect for the laws of health lies in the general training of children. The school building should be bright, cheery, well-ventilated, tastefully decorated and furnished. Children should have ample opportunities for recreation, physical exercises and open-air games. School conditions should, therefore, be wholesome, but the task of forming good habits in regard to food, clothing and cleanliness is primarily a matter of home discipline. Where children come from good homes the teaching of hygiene need not go further than providing these pupils with good reasons for the home discipline. It is doubtless for this reason that the Cambridge Syndicate has recently discarded this subject in the Cambridge Senior Local—an examination for secondary schools. In cases where the standard of

parental duty is low, the teaching of hygiene is most urgently called for. But however urgently this subject may be required, it is detrimental to all pedagogic principle to teach it from a basis of detailed physiology. The rules of health should be impressed upon children as simply and directly as possible, unencumbered with technicalities and would-be scientific explanations.

Scholarships.

571. No change was made during the quinquennium under review either in the number or value of scholarships awarded under the Code.

572. **Recommendations.**—Scholarships for European school children are of two kinds—

(*a*) those awarded on the results of a public examination, and

(*b*) those, which should be properly called "stipends," awarded purely by recommendation.

It is to be noted that as regards class (*a*) there are 33 scholarships available each year, representing a sum of Rs. 554 a month or Rs. 6,648 a year. For class (*b*) there is available about Rs. 12,500 a year. The ratio is unequal. Scholarships of the class (*b*) type do not exist in England, where scholarships are awarded entirely on merit. At present no inducement to work for scholarships exists, while there is always the chance of a stipend from Government, if representations are made sufficiently urgently. At present the average value of a scholarship is less than the average value of a stipend. Mr. Mercer recommends that scholarships should be raised considerably in monetary value so as to indicate their proper importance and that their number should be increased.

573. **Stipends under Articles 107 and 108 of the Code.**—Supplementary scholarships awarded by the Inspector and special scholarships awarded by the Director of Public Instruction are supposed to be distributed in consideration of merit and poverty. As was anticipated by the Irish Christian Brothers in their criticism of these arrangements at the Simla Conference, it is almost impossible for the Inspector to judge of merit in any of the applications for supplementary scholarships. In practice poverty only is considered. Then again, the scholarships are given at any age and held in every grade of school. To obtain the necessary information so that each case can be judged on its merits, a *questionnaire* which constitutes the new form of application for a supplementary scholarship was recently devised.

The grading of schools and the question of curricula and examinations.

574. At present schools in Bengal are graded into four classes—elementary, higher elementary, secondary and higher secondary. The two latter grades of schools prepare and send up candidates for the Junior and Senior School Certificate Examinations, respectively. The Junior Certificate Examination is a school-final test for secondary schools, while the Senior is for higher secondary schools. Elementary and higher elementary schools prepare and present pupils for the departmental tests named the Elementary School Certificate Examination and Supplementary Class Final Examination. It has been repeatedly represented by all the school authorities and by those interested in European education that this grading of schools is unsatisfactory. A pseudo-secondary education has less value than a sound elementary education, augmented by some vocational training and it is proposed, therefore, to omit the 'secondary' grade school, and to recognize only elementary and higher elementary schools and schools which are secondary in the generally accepted sense of the term. It should be possible to concentrate real secondary education in a few secondary schools by adopting a transfer system under which pupils of exceptional ability will be transferred at a suitable age. It is not desirable to impose too

rigid a curriculum on secondary schools ; it will be sufficient to lay down certain general principles to which these schools must ordinarily conform. The community concerned is but a small one and with existing machinery and a liberal provision of scholarships there is no reason why any child of merit, no matter what his social position may be, should be overlooked. It is granted that there may be well-marked social groups, which will have to be separately catered for, but this should be effected by individual schools rather than by the system of grading. An Anglo-Indian's pride in respect of his children's education is sometimes concerned more with the nomenclature of grading than with curricula, and it is claimed with confidence that the present European elementary school curriculum aims at a standard at least equal to the Indian high school curriculum, as may be judged from the papers set in the Elementary School Certificate and Matriculation Examinations, respectively. Further, though education for Anglo-Indians may at present be voluntary, the fact is that tuition for children of the domiciled community is so cheap as to be almost free. If certain sections of the community insist on a "secondary" education for their children who are obviously unfitted for it, then they should pay for it.

575. **The vocational courses in higher elementary schools.**—One is bound to admit that the vocational courses, now available at the end of the elementary school stage, are not popular with parents and employers. This, in my opinion, is due to the following factors :—

(*a*) Insufficient care has been taken, and little or no financial outlay made, to insure a really successful working of these vocational courses.

(*b*) There has been little or no co-operation with employers, who continue to ignore the Supplementary Class Final Examination.

(*c*) These specialized technical courses have been left to be conducted by people who, having no qualifications or experience in technical work, have found it difficult to maintain their enthusiasm.

(*d*) The examination of these specialized vocational courses is conducted by the Department.

576. **Elementary School Certificate Examination.**—In 1913-14, 74 boys and 58 girls entered, of whom 42 boys and 41 girls passed. In 1916-17, 83 boys and 92 girls entered ; 43 boys and 44 girls passed.

577. **Supplementary Class Final Examination.**—In 1913-14, 3 boys and 6 girls entered, of whom 2 boys and 4 girls passed. In 1916-17, 9 boys and 20 girls entered ; 3 boys and 11 girls passed.

In 1916-17 for the first time an order was issued by the Inspector that the whole of Class VI in every elementary school was to enter for the Elementary Examination and the whole of Class VIII in higher elementary schools was to enter for the Supplementary Class Final Examination. In consequence there were 48 more entries for the Elementary Examination in 1916-17 than in 1915-16 and one more entry for the Supplementary Examination.

578. **The school-leaving age.**—It is evident from these figures that there still exists a considerable leakage between these two examinations. Further, the annual number of candidates for the Supplementary Class Final Examination has remained practically constant for the last three years and is entirely incommensurate with the number of schools and scholars. Again, it has been frequently stated that there are year by year an increasing number of children who utilize the Elementary School Certificate for the purpose of gaining employment usually of a temporary character and leading nowhere. The *Catholic Herald of India* states, "The rush of immature striplings for billets at nothing a month as a start and Rs. 20 in prospect shows an alarming increase." It is felt that the continuation of the Elementary School Certificate Examination as a school-leaving examination, and the fact that employers will not recognise the supplementary course of the higher elementary school, largely account for the futility of our efforts to raise the school-leaving age of elementary school children and the unpopularity of the supplementary vocational courses. Government have recently taken

steps to insure that these higher elementary school vocational courses shall be more freely utilized by insisting that Europeans and Anglo-Indians who are candidates for the prescribed examination for entrance into the Lower Division of the Bengal Government Secretariat clerical service, must have "obtained the Elementary School Certificate and taken the Supplementary Commercial Course prescribed by the European Schools Code."

Whether children go to school at too early an age is a matter of dispute, but there can be no question now that the vast majority "complete their education" too soon, whether they never get beyond the elementary school or whether they pass on to the secondary school. Any machinery therefore which is proved to be responsible for children leaving school in large numbers before the end of school course, needs considerable alteration. The Junior Cambridge Local Examination has had exactly the same effect and principals of secondary schools all over the Presidency feel strongly that this examination should be abolished.

This Junior Cambridge Local Examination will be abolished in Bengal in 1918.

There is a consensus of opinion in favour of the complete abolition of the Elementary School Certificate Examination. There is also another body of opinion which holds that the examination should no longer be written but held *in situ*. It is felt, however, that there are many factors to be considered before either step is taken, and that the two important considerations are (1) the unstandardised condition of the majority of the elementary and higher elementary schools (the Elementary School Certificate sets a common standard of attainment), and (2) the fact that the large number of elementary schools scattered over the whole province makes it impossible for the Inspector to hold an *in situ* examination at a time of the year which would be convenient to every school.

I think that the best arrangement would be to combine the Elementary School Certificate Examination and Supplementary Class Final Examination into one certificate to be awarded to candidates who have negotiated both courses of study and examinations successfully. This final certificate could be called the "Elementary School Final Certificate". The Elementary School Certificate Examination might continue to exist as the departmental test of Standard VI and should be held as far as possible *in situ*.

579. **Proposal that the elementary school course shall include a vocational course.**—If the Elementary School Final Examination were one examination, consisting of a general section conducted by the Department and a special section conducted by outside technical bodies, it would be possible to adopt the suggestion that there should be only two grades of schools—elementary and secondary. This would not mean that every existing elementary school would have to be transformed into a higher elementary institution, or that there would be no schools of the present elementary grade.

All that the reclassification would insist on is the principle that the complete course, rather than a section of it, should be the basis of the classification of schools. The very act of grading schools according to the limit up to which they can teach is a clear indication to parents of certain definite stages where their children may dismount from the educational coach. If the coach never stopped until the destination was reached, the chances are that more children would complete the journey. Doubtless many would fall off *en route*, but the risk of hurting themselves would possibly deter most from attempting to jump off. I would therefore suggest one grading for the present "elementary" and "higher elementary," which should be called "elementary".

580. **Proposals for the improvement of the conduct of the vocational courses.**—The present higher elementary vocational education is little more than a pretence and parents and employers realize this. I propose that all existing elementary schools, higher elementary schools, and some junior secondary schools be graded as "elementary" schools, but that the elementary course should continue unbroken up to the end of Standard VIII and should include during the last two years a specialised course of

vocational training. I do not suggest that these vocational courses should be conducted in the ordinary schools, but in one or two properly equipped centres, with staffs of specialists who would serve all the schools. These centres should be equipped, maintained and directly controlled by Government in active co-operation with employers and they would therefore be entirely undenominational in character. Thus after passing through the ordinary elementary course up to Standard VI of the European Code, pupils in elementary schools would then proceed as day-scholars to the technical centre. It has been suggested that some of the better equipped existing higher elementary schools might be utilized as centres. I am very doubtful of the feasibility of this plan. In the first place, with the possible exception of Kalimpong, there is at present no institution which can claim to be adequately equipped or staffed for vocational work. Most of them cannot afford it. The Calcutta Free School made a heroic attempt and for a time employed a highly qualified domestic science mistress at a large salary for three girls only, but the burden proved too great. Then again, the situation would arise of one religious denomination being entrusted with the running of the centre and other denominations being asked to send their children there. I do not know whether Government would be willing to undertake the direct control of these technical centres, but it is probable that no greater financial outlay would be needed in the end. If the supplementary courses are to be real and of practical value to the domiciled community they would prove an enormously costly process if instituted in all elementary schools. This system of doling out grants is bound to lead to inefficiency, particularly when Government is demanding thereby a type of education which has never yet been realized in Bengal.

Concentration of funds and efforts generally, on the other hand, would mean the realization of a tangible and beneficial type of education. The establishment of some such institution as a Calcutta Technical Institute or Polytechnic would simplify the problem of providing technical education for European and Anglo-Indian children of all grades of schools, for schools might then send their pupils daily to the Technical Institute. In the meantime, until a State or municipal polytechnic materializes, it will be necessary to organize and concentrate existing agencies like the Young Women's Christian Association or the Calcutta Commercial Institute. There are scattered throughout the European schools in the province experts in most of the usual vocational subjects and it might be possible to employ them in one central institution.

As for Calcutta, if the Calcutta Technological Institute scheme ever materialised, it would provide all that was required. In the *muffassal* there might be four other centres for an elementary education with supplementary vocational classes, namely, Kalimpong, Khargpur, Dacca, Chittagong. The first already provides excellent vocational courses both for boys and girls. The second being a railway centre has specialized more on vocational education for boys, and better provision for domestic courses is needed. In Dacca and Chittagong considerable outlay would be required to provide efficient vocational classes.

The vocational courses should be examined by expert bodies.

581. **Existing courses of study in elementary schools.**—The course for elementary schools is divided into an infant stage and six additional standards. It invariably covers a period of nine years, *i.e.*, from 5 to 14 ; the course up to Standard III, which should correspond to the age of 11, is practically identical with the preparatory stage of a secondary school. It is therefore possible for a child of 11 to proceed from an elementary to a secondary school without any dislocation of its studies. Transfer from an elementary to a secondary school should ordinarily not take place at a later age. The elementary scholar, who goes to a secondary school, when he is more than 11 or 12, stands at a big handicap.

582. **The grading of secondary schools.**—Last year this question assumed a more imperative aspect owing to the announcement of the revision of their system of examinations by the Cambridge Syndicate, but a later announcement by the Government of India in their letter No. 1071, dated December 1916, that the abolition of the whole system of Cambridge Local

Examinations was under consideration, temporarily shelved the problem of secondary grading.

583. **The proposed abolition of the Cambridge Local Examinations.**—School authorities throughout Bengal are strongly in favour of the retention of the Cambridge Local Examination system, and it is certain that any scheme which contemplates the abolition of this system will arouse a storm of criticism in this Presidency. Externality is stated to be the grave defect of this system of examination, but in this Presidency this character of the Cambridge Local Examination system is regarded as a merit. The disadvantages of a departmentally conducted examination system are—

(*a*) the constant changes in personnel and policy result in a lack of continuity ;
(*b*) the persons available for examination work here are inexperienced and have no intimate or professional knowledge of schools ; and
(*c*) unanimity and uniformity are impossible. Examination standards suffer from capricious changes from year to year.

The only advantage is a knowledge of local needs. It is stated that the Cambridge examinations are unsuitable because the examination syllabuses of certain subjects, *e.g.*, geography, history, botany, domestic science, agricultural science and oriental languages are designed in England. The objection is trivial. Every provision is made in the Cambridge geography papers for candidates in Asia. The Cambridge geography papers are most ingeniously arranged. The Cambridge "History of the British Empire" paper is obviously eminently suitable for candidates in India. As regards botany, domestic science, agricultural science and vernacular languages, we may avail ourselves of the offer, which is made annually by the Cambridge Syndicate, to consider and examine on any alternative syllabuses which may be submitted as being more suited to local needs. Domestic science has been recently abolished from the Senior Local Examination and candidates in India are therefore no longer required to work to an English syllabus. If it is considered desirable to test the domestic science work of European secondary schools in Bengal, it is a simple matter to submit a suitable examination syllabus to the Cambridge Syndicate and to ask them to set a special paper. Needlework, both practical and theoretical, is, however, now a subject provided in the revised Cambridge Senior Local Examination syllabus.

In every way the Cambridge Locals have the advantage—

(*a*) *The work is continuous.*—There are no capricious changes of system.
(*b*) The controllers of the examinations are experts.
(*c*) There is uniformity of standard from year to year.
(*d*) There is an army of expert examiners.
(*e*) The development of educational practice in England is continually affecting the curricula of these examinations. There is therefore every incentive to progress on up-to-date lines apart from the fact that the Cambridge Syndicate's list of examiners is composed of men and women who are generally admitted to be in the van of educational thought and development.
(*f*) For students desirous of proceeding to England for further education, the Cambridge examinations are particularly valuable. Indian departmental or university examinations receive no recognition in England.
(*g*) The Cambridge examinations are typical of an English school education and are held all over the Empire. This imperial aspect undoubtedly has weight—and rightly so—with the domiciled community.
(*h*) The revised Cambridge system of examinations has been approved by the English Board of Education.

584. **Preparatory schools.**—It is felt that perhaps the greatest need of all in the European school system is the better organising of kindergarten work

and preparatory classes. The present system does not insist that every child should have undergone a proper course in a properly conducted school. The preparatory education provided in many boys' schools cannot be regarded as satisfactory. The preparatory school should be a separately organized unit in the school system. It should prepare equally for elementary and secondary schools. The course should cover a two years' course of kindergarten (age 6 years to 8 years) and Standards I, II and III. Children would therefore leave the preparatory school ordinarily at the age of 11.

585. **The overburdening of the curriculum of girls' schools—likely to cause mental and physical strain.**—It was pointed out at the Simla Conference that the inclusion of domestic subjects in the curricula of existing girls' schools, with any degree of thoroughness, would result in an overburdened time-table. It is therefore to be considered in what manner the curricula in girls' schools can be lightened in order to provide an adequate place to a practical course in housecraft. In the elementary school curriculum some relaxation might be made in mathematics, *e.g.*, a simpler alternative paper in arithmetic could be set for girls in the Elementary Certificate Examination. Some of the questions in the girls' arithmetic paper might be made to bear on the household management course. It has already been suggested that in Standard VI the science course for girls should be adapted to assist the teaching of domestic science. If it is considered that a vernacular language should not be compulsory for girls, then this portion of the time-table might be utilised for housecrafts.

Concentration of schools.

586. The European education system in Bengal is remarkable for two correlative characteristics :—

(1) Though the community is small, it is provided with a comparatively large number of secondary schools.

(2) In almost all of these, particularly in the junior secondary schools, there are many children who are "scholarships" holders, but are not capable of benefiting by a secondary education.

These two characteristics have, in my opinion, one common cause. The education of the domiciled community is almost entirely in the hands of various denominations, and these naturally desire to retain the children sent to their schools. The simplest way to do this is to offer the inducement of a cheap secondary education. Though, on the average, secondary education in Bengal is probably cheaper than in any part of Europe or America, in very many cases parents here cannot afford to pay for it and Government is asked to subscribe by means of "scholarships". The free boarding grant, too, is freely utilised for this purpose. The problem of the concentration of secondary schools and the elimination of unsuitable children depends for its solution on—

(1) The creation of an effective system of selection of children for a secondary education.

(2) In addition, to give secondary education its rightful monetary value, fees in existing secondary schools should be raised and made uniform in each district; for instance, secondary schools in the plains should charge the same minimum fees, the Darjeeling schools should have a common rate and the Kurseong schools should have their own rate. There should not be more than a 20 per cent. difference in fees throughout the Presidency.

It is to be considered whether the end of the proposed preparatory school course is not the most suitable stage at which the selection of children for either an elementary or a secondary education may be made. Methods of selection are also to be considered. I do not recommend that a public examination should be held at that stage, but it might be possible to inaugurate some adaptation of the American accrediting system by which children could be

recommended by the principals of preparatory schools for either an elementary or a secondary education. The great bulk of scholarship allotments should be spent at this selective stage. The objection may be raised that the proposed stage is too early and that many children do not "find themselves" until a much later age. These may be accommodated by reserving a number of scholarships or stipends to be awarded at part I of the proposed Elementary School Final Examination.

587. **School fees.**—It is now necessary to refer to a custom which has become universal throughout the European schools in the Province—that of fee-reduction. Generally a reduction for a particular child is made by the school principal after inquiries into the financial standing of the family and in consideration of circumstances such as brothers or sisters attending the same school. In some schools, like La Martinière School, Calcutta, where a fixed number of exhibitioners and demi-foundationers is allowed, fee-reduction is conducted on a systematic plan, but in other schools it is conducted in an unbusiness-like and unsatisfactory fashion to such an extent that in some cases almost every child is on special terms. Not only is this objectionable in that it is difficult to arrive at a proper understanding of the financial situation, but the practice is also responsible for the unprotected condition of schools in general. I would suggest that fee-reduction throughout the Presidency be properly systematised and subjected to departmental regulation. It is hardly desirable at present to make too drastic innovations by insisting on a uniform scale of reduction for each grade of schools, but every school should be required to submit its scheme of fee-reduction and this should be as simple as possible. Further, the school budget at the beginning of the year should state what amount during the year will be utilised for fee-reductions, in other words, the school authorities should put aside an imaginary sum of money to be spent on stipends or sizarships during the year. With some such system it would then be possible to calculate exactly what the fee-reduction is costing a school and, incidentally, Government.

The Kalimpong Homes.

588. **Progress of the Homes during the quinquennium.**—(1) The number of children in residence each year was :—

On the 31st March	1913	...	...	...	426
„ „	1914	...	...	...	466
„ „	1915	...	...	...	497
„ „	1916	...	...	...	541
„ „	1917	...	...	...	577

The children in the Babies' Cottage were too young to attend the day school and some of the grown-up girls were under training as Nursery Nurses and Hospital Nurses.

(2) The following statement shows the numbers of workers engaged in the Homes :—

		School teachers.	Cottage workers.	Others.
31st March 1913	...	14	26	5
„ „ 1914	...	14	26	5
„ „ 1915	...	17	29	5
„ „ 1916	...	17	32	5
„ „ 1917	...	19	32	4

(3) The number of pupils passed through the Homes :—

During year ending 31st March	1913	...	30
„ „ „ „ „	1914	...	21
„ „ „ „ „	1915	...	37
„ „ „ „ „	1916	...	17
„ „ „ „ „	1917	...	44

Endowments for European Education.

589. **Doveton Property.**—During the quinquennium the funds and property of the institution known as the Doveton College were taken over by

Government by special legislation. The Inspector of European Schools, Bengal, was appointed administrator to dispose of the funds and property after meeting all the liabilities of the College. The sale-proceeds, together with the funds taken over, after paying off outstanding liabilities, have been invested in Government promissory notes and the income accruing from this investment will be utilised in granting scholarships in accordance with rules framed by the administrator, assisted by a committee of persons interested in the welfare of the Anglo-Indian community. These scholarships will be called "Doveton Scholarships" and it is intended that they shall be mainly utilised to equip young men and women for industrial, technical and professional careers. The local Government have decided that the recurring expenditure in scholarships shall be less than the recurring receipts in order to leave a margin for expansion in expenditure. The annual allotment for scholarships will, it is estimated, amount to Rs. 5,500.

590. **The Bruce Institution.**—The control of the institution is exercised by 12 governors, of whom 7 are appointed by Government and 5 are *ex-officio*. The Director of Public Instruction is the Honorary Secretary to the board of governors.

The capital funds of the institution now amount to Rs. 10,59,400 and the income from interest amounts to Rs. 37,079.

Definition of European and the Calcutta slum problem.

591. The definition of European as laid down in the present Code for European Schools in Bengal, viz., "Any person of European descent, pure or mixed, who retains European habits or modes of life," while offering a wide latitude to those who claim the title, presents endless difficulties to an officer whose onerous task it is to verify these claims. It has been frequently represented that the definition should be limited to evidence of European blood on the father's side. It cannot be disputed that the establishment of such a definition would simplify enormously the problem of the education of the authenticated Anglo-Indian community. Then again, the concession mentioned in paragraph 650 of the last Quinquennial Report, by which the attendance of non-European scholars who have adopted European habits of life [Article 7 (*c*)] is counted for grant, makes confusion worse confounded. Such scholars spring from the lowest Indian castes and are entirely unfitted by heredity and by environment for a European education. The absurdity of the effort may be realised by anyone who cares to make an attempt to teach in English children of this class. The Hon'ble Mr. Arden-Wood said recently:—"There is no worse kind of education than that which is above the capacity of the learners; it affects adversely both the bright and the backward." The problem of the education of the domiciled community would be enormously simplified, if the European system could be confined to those for whom it was intended.

As it stands, the community which claims the title "European," and for its children the privileges of a European education, is composed of peoples of many nationalities, pure and mixed, such as Indian Christians from almost every part of India, but chiefly from Bengal, Madras and Burma, where missionary efforts have been most successful; West Indians, Negroes, Philipinos, Goanese, Chinese, Nepalese, Singhalese and others, including Anglo-Indians and pure Europeans. All these are to be found living cheek by jowl in the slums of Calcutta. With this bewildering conglomeration of races it is clearly impossible to design one system of education which will meet the individual needs of each and at the same time preserve for the Anglo-Indian proper the characteristics and ideals of a European education. Conditions such as these entirely prevent the educative process being one of social and spiritual uplifting and at the same time an adequate preparation for definite avenues of employment. We may by a supreme act of faith believe these children to be Europeans and, content in that belief, persuade ourselves that they are assimilating the European education which we are providing, but employers refuse to be deceived and state frankly that these people are unemployable save for the meanest kind of work, where wages are utterly

inadequate to support them in European habits of life. They begin married life at an early age with a burden of debts, charity is looked for as an ingrained hereditary habit, and so the cycle goes on.

There are two other corollary causes, besides the presence in the European schools of large numbers of *quasi*-Europeans, which would seem responsible for the negative results of the existing educative process in attempting to combat the steady deterioration of the lower strata of the Eurasian community. These are, in my opinion (i) the fact that our largest boarding schools and orphanages are situated in the heart of the slums; (2) the indiscriminate distribution of the free boarding grant. Mr. Maclear insisted that the children should be taken right away from their homes, but I do not agree that this can be accomplished by the mere extension of existing orphanage institutions. Those, who for many years have had active control of this class of institution, have come to realise the futility of their self-sacrificing efforts under present surroundings. The Brother Provincial of the order of the Irish Christian Brothers in a recent letter to Government pleaded for funds to remove the Catholic Male Orphanage from Portuguese Church Street, Calcutta, to a site outside Asansol.

The Rev. F. B. Hadow has recently proposed a scheme to remove the three institutions, the Gouldsmith School, the Old Mission Girls' Home and the Boys' Home from the slums of Bow Bazar and Kapalitola into the country outside Behala.

There would seem to be only one solution to the problem of how to elevate and render self-respecting the lower strata of Anglo-Indian society and that, to remove entirely the children of this class from their present surroundings and never allow them to return until a healthy disgust of their previous existence has been fostered, and habits of clean living and thinking have become natural and spontaneous.

Special schools required for certain classes.

592. Parsis, Armenians and Jews are not Europeans within the meaning of the present Code definition, but are given facilities in the way of special scholarships to be held in European schools. Besides this provision, two of these communities have their own schools; there is the Armenian College for Armenian boys and the Jewish Girls' School. Since the war commenced the former institution, which is a boarding school, has been filled with Armenian refugees from Persia. The problem of the provision of education for the domiciled Armenian community has therefore been intensified. It is felt that the Armenian community, which embraces many wealthy Calcutta citizens, should take immediate steps to improve and enlarge the present Boys' school and consider the erection of an Armenian girls' boarding school. The Jewish community might also consider the establishment of a Jewish boys' school. With the exception of the refugee Armenian class to whom English is an entirely unknown tongue, the communities, Parsis, Armenians and Jews, are qualified by heredity, home rearing and mentality to benefit by a European education. This cannot be confidently said of the Goanese, the "Kala Feringhis" of Eastern Bengal and the European-clothed Indian Christians. It would be well if the status of these classes could be clearly laid down by Government and if special schools were provided for them.

Two special schools for European-clothed Indian Christian boys have been started by the Jesuit Fathers, one in Calcutta by Father Limbourg and another in Howrah by Father De Waechter. So far no Government support has been given to these two institutions. Apart from the consideration enumerated above, there is additional evidence which would seem to justify this step taken by the Jesuit Fathers, and that is, the increasing numbers and importance of the Indian Christian community and the recent signs that the community feels itself entitled to political consideration.

CHAPTER X.

THE EDUCATION OF MUHAMMADANS.

593. **Illiteracy of the Moslem population.**—The Moslem population of Bengal is 23,989,719 out of a total of 45,483,077, that is to say, 52·7 per cent. of the total population of Bengal is Moslem. Of the total Moslem population 22,988,168 are illiterate, while 62,301 only are literate in English. This review records a certain amount of progress, but the figures are not reassuring. It is impossible to lay too much stress on the urgency of raising the standard of literacy in the Moslem community of Bengal. The ideals of this community differ to some extent from those of the other inhabitants of the Presidency. Their history and traditions are stored away in Arabic and Persian manuscripts. They are followers of Islam and the illiterate are readily swayed by *maulvis*, who profess to be learned in Moslem law and to speak as its interpreters.

594. **General attitude of Moslems towards educational institutions.**—The largest Moslem population in Bengal is in the Northern and Eastern districts of the Presidency. The people of these parts are generally conservative and their only concern outside their own immediate personal interests is the propagation of Islam. The successful Moslem cultivator of these parts who desires to educate his son will send him to a *madrassah* to learn Moslem law, literature, logic, rhetoric and philosophy and to study *Hadis* and *Tafsir*. He is not interested in the study of Arabic for its literature, but only because it is the language of the *Koran*. If a Moslem in Eastern Bengal wants to endow an educational institution, he founds a *madrassah* and puts it under the charge of *maulvis*, who claim to be versed in Islamic lore.

595. **Backwardness due to apathy of people.**—One thing which it is necessary to emphasise, is that the backwardness of this community is primarily due to the apathy of the people in the matter of education and until this indifference is removed, progress is impossible. Moslems represent more than half the total population of Bengal and until they are educated sufficiently to be able to take an interest in the affairs of public life it is difficult to conceive of Bengal as a part of a self-governing dominion within the British Empire. Indeed it seems that the only possible way in which these people can be made to realise their privileges and responsibilities as subjects of the British Empire is by giving them every facility for English education. English schools have to be not only encouraged but established by Government in the outlying districts in Bengal. Money will have to be spent freely on such schemes because the people themselves will not provide the schools, though they will probably support them if they are once established.

596. **Other difficulties.**—It is undoubtedly true that in addition to the apathy of the people themselves, Moslems suffer from certain disadvantages in the ordinary schools—

(*1*) Moslems are mostly agriculturists who live away from head-quarters towns of districts. High schools are generally located in head-quarters stations and it is difficult for boys to attend these schools, unless there is an ample provision for hostel accommodation at a small cost.

(*2*) High schools in the past have mostly been started by non-Moslems and they are mostly staffed by non-Moslems. The result is that the general atmosphere of the schools is not congenial to Moslems.

597. **Moslem Educational Advisory Committee, Bengal, 1915.**—The question of backwardness of Moslems in education has been considered over and over again by special committees appointed by Government. In Bengal the last of these committees sat during the year 1915, and published a long and exhaustive report, dealing with the general policy to be followed in the education of Moslems, and making detailed recommendations for all the different stages of boys' and girls' education. The Government resolution on

this report was published in August 1916. I do not therefore propose to say much more here.

598. **Special facilities offered by Government during the quinquennium under review.**—In order to remove some of the difficulties of Moslems, Government have, during the quinquennium under review, made the following arrangements :—

(*a*) That 25 per cent. of the vacancies each year in all Government and aided colleges must be reserved for Moslems.

(*b*) That in all Government schools a certain percentage of the vacancies each year in each class must be reserved for Moslems and that this percentage should be fixed by the headmasters in consultation with the divisional inspectors of schools, keeping in mind not only the number of Moslems in the school but also the Moslem population of the locality in which the school is situated.

(*c*) In order to provide funds for special scholarships in colleges and high schools Government have undertaken the entire responsibility for the support of the *madrassahs* at Dacca, Chittagong, Hooghly and Rajshahi, thus setting free a certain amount of money in the Mohsin Fund which has been utilized to establish a number of stipends for Moslems, tenable in arts and professional colleges and in *madrassahs*.

(*d*) In order to remove, as far as possible, the disabilities of Moslem pupils in ordinary schools and colleges Government have tried to insist upon there being a Moslem element on the staff of every school apart from the *maulvi*. Figures, however, show that during the quinquennium under review the number of Moslem teachers has not increased, although the number of deputy and sub-inspectors of schools has increased. In order to keep a check, annual reports have now to be submitted by appointing authorities to the Director of Public Instruction showing how vacancies during the year have been filled. A similar procedure is prescribed in respect of ministerial appointments.

(*e*) During the quinquennium under review an Assistant Director of Public Instruction and five special assistant inspectors for Muhammadan education have been appointed.

(*f*) In order to allow Moslem boys in colleges and schools to perform their *juma* prayers orders have been issued to the effect (*1*) that in all Government colleges work shall be suspended for an hour about midday on Fridays ; (*2*) that in Government schools the managing committees shall decide whether (*a*) the school shall be closed for a half day on Fridays instead of on Saturdays (in this case schools would close on Fridays at 12-30 P.M.); or (*b*) work shall be suspended for one hour on Fridays.

(*g*) Orders have been issued to the inspectors to insist on the appointment of *maulvis* in high schools where, in view of the Moslem population of the locality, a large number of Moslem pupils might be expected in the school.

(*h*) In order to remove the difficulties of residence of Moslem students in Calcutta a non-collegiate hostel with accommodation for 73 boarders was opened by Government at No. 61-1C, Wellington Street in July 1915, and additional accommodation for 70 boarders has been provided in two new wings of the Baker Madrassah Hostel.

(*i*) During the quinquennium under review a sum of Rs. 84,000 a year was earmarked from 1914-15 from one of the recurring Imperial grants for the improvement of Muhammadan education with special reference to the *madrassah* reformed scheme sanctioned under Government resolution No. 450T.—G., dated 31st July 1914. This allotment has enabled the Department to increase the grants of all the six

aided senior *madrassahs* and seven aided junior *madrassahs* and also to aid 55 junior *madrassahs* which had previously not been aided.

(*j*) During the quinquennium under review a scheme was worked out for establishing a Government arts college in Calcutta for Muhammadans. The scheme has been held up mainly on financial grounds. The Dacca University scheme includes a college for Muhammadans.

(*k*) Facilities have also been provided for Moslem students to enable them to study in professional colleges :—

(*a*) *The Civil Engineering College, Sibpur.*—The dearth of Moslem students in the various departments of this college was said to be chiefly due to the heavy charges that the students had to bear on account of messing. In order to remove this disability the Governing Body of the College proposed in 1914 that the charges on account of establishment, lighting and superintendence of the Moslem hostel be defrayed by Government, and that stipends be paid to Moslem students according to a sliding scale. The proposals were sanctioned in Government order No. 737, dated 11th February 1915. Under Government resolution No. 4147, dated 16th November 1915, four Mohsin stipends of Rs. 10 each tenable for two years have been created for the engineering department of the college ; two of these stipends are to be awarded in the 1st year class on the results of the intermediate science examination, and two in the 3rd year class on the results of the intermediate examination in engineering.

(*b*) *The Medical College.*—Under Government resolution No. 4147, dated 16th November 1915, six Mohsin stipends of Rs. 15 each have been created. Two of these stipends are to be awarded in the 1st year class on the results of the intermediate arts and science examinations and are tenable for one year ; two are to be awarded in the 2nd year class on the results of the preliminary scientific bachelor of medicine examination and are tenable for two years ; and two are to be awarded in the 4th year class on the results of the first bachelor of medicine examination and are tenable for three years.

Progress :

599. **Moslems in various stages of instruction in general institutions.**—The number of Moslems under instruction in all classes of institutions (public and private) for Indians is 864,195 or 45·2 per cent. of the total number of pupils of all creeds as against 717,189 or 42·4 per cent. in 1912. The figures for the various classes of colleges and schools are interesting. The number of students in arts colleges is 1,639 or 8·8 per cent. of the total number of students of all creeds as against 810 or 7·3 per cent. at the end of 1912. In professional colleges the number is 303 or 6·8 per cent. of the total number of students of all creeds as against 94 or 4·2 per cent. in March 1912. In high schools the number is 45,179 or 20·5 per cent. of the total number of pupils of all creeds as against 26,629 or 18·3 per cent. in March 1912. In middle English schools the number is 54,039 or 33·2 per cent. of the total number of pupils of all creeds as against 43,238, or 34·1 per cent. and in middle vernacular schools the number is 8,258 or 34·1 per cent. of the total number of pupils of all creeds as against 10,598 or 29·7 per cent. in March 1912. In primary schools the Moslems almost hold their own. The number is 680,273 or 49·5 per cent. of total number of pupils of all creeds as against 525,980 or 42·8 per cent. in 1912. An analysis of the figures, however, shows that Muhammadans represent 19·7 per cent. of the total number of pupils of all creeds in the high stage, 24·3 per cent. in the middle stage, 22·0 per cent. in the high and middle stages taken together and 46·6 per cent. in the primary stage of school instruction.

The numbers of pupils in arts colleges and high schools have almost doubled during the quinquennium, while the numbers of students in professional colleges are now more than three times what they were in 1912. These figures indicate that some progress has been made during the quinquennium under review.

600. **Moslem special institutions.**—In addition to the ordinary Government, aided and unaided schools there are also a number of institutions specially designed to meet the needs of the Moslem community. These institutions may be divided into five classes :—

I. *Koran* schools.
II. *Maktabs.*
III. Middle *madrassahs.*
IV. Junior *madrassahs.*
V. Senior *madrassahs.*

I. **Koran schools.**—The only subject taught in these institutions is the recitation of the *Koran*, and the only concern which the Department has with these institutions is to induce them to conform to departmental standards.

II. **Maktabs.**—The *maktabs* of the Burdwan and Presidency divisions follow Sir Archdale Earle's scheme of 1908. The course of studies followed in the *maktabs* of the Dacca, Rajshahi and Chittagong divisions was the ordinary lower primary course with some additional instruction in the *Koran* and ritual of Islam. The Moslem Education Committee which met at Dacca in 1909-10 prepared a revised syllabus for *maktabs;* this syllabus was under the consideration of Government when Eastern and Western Bengal were re-united in 1912. The question of a revised syllabus for *maktabs* was taken up by the Moslem Educational Advisory Committee appointed by Government in 1914. The committee recommended the adoption of a syllabus prepared by the Assistant Director of Public Instruction for Muhammadan Education. The consideration of the syllabus has been postponed pending the preparation of a syllabus of studies for the ordinary primary schools for the whole Presidency.

Manual for maktab teachers.—The "*maktab* manual," the preparation of which was sanctioned in 1908 in accordance with the scheme of Sir A. Earle, was published in 1913.

Model maktabs.—These are departmental institutions and are a special feature of Western Bengal. In addition to the existing model *maktab* in Calcutta six model *maktabs* have been established in the districts of Midnapore, Hooghly, 24-Parganas, Murshidabad, Jessore and Khulna, in accordance with Sir Archdale Earle's scheme. In accordance with this scheme two more model *maktabs* in the districts of Burdwan and Birbhum have yet to be started.

Muallim training schools.—These also are departmental institutions for the training of *maktab* teachers and a special feature of Western Bengal. In Eastern Bengal there is only one such school at Ramu in the Cox's Bazar subdivision of the Chittagong district. In pursuance of the scheme of 1908 five *guru*-training schools in the districts of Midnapore, Hooghly, 24-Parganas, Jessore and Khulna have been converted into *muallim*-training schools. Divisional inspectors of schools and district officers were consulted as to the requirements for additional *muallim* training schools. These officers agreed that seven more such schools (including one in Calcutta) were necessary. The consideration of the subject has, however, been postponed pending the question of the re-organisation of the general scheme for the training of primary school teachers.

III. **Middle madrassahs.**—These institutions are a special feature of Eastern Bengal, where the scheme was introduced in the Dacca division in 1905 and in the other two divisions in 1908-09. They are really middle English schools with the difference that Urdu is taught in the lower clssses and Arabic or Persian in the upper classes; in many of them there is a separate Arabic department. Since the introduction of the *madrassah* reform scheme course sanctioned in 1914 many of the middle *madrassahs* have adopted the reformed junior *madrassah* course and their number has greatly decreased.

IV and V. **Junior and senior madrassahs.**—In Western Bengal the course of studies followed was that sanctioned under the scheme of 1908. In Eastern Bengal the course of studies was generally the old course which obtained in Bengal before the Eastern divisions were separated. The Moslem Education Committee which sat at Dacca in 1909-10 drew up a syllabus of studies for these institutions ; this syllabus was under the consideration of Government, when the two parts of the Presidency were re-united in 1912. The question was then referred to the committee which was appointed by the Government of Bengal to frame a scheme for the establishment of a University at Dacca. The syllabus of studies drawn up by this committee was approved by Government and sanctioned under General Department resolution No. 450 T.—G., dated 31st July 1914. The revised course includes recitation of the *Koran*, Arabic, Urdu (compulsory), arithmetic, geography, history, English, drawing, handwork, drill and vernaculars (Urdu and Bengali). It was decided that the new course should not be introduced in the Calcutta Madrassah which should continue to teach the orthodox course, either without English or with English as an optional subject. With the exception of Arabic and Urdu (compulsory) the course of studies in other subjects for the junior department corresponds approximately to that of middle schools, and that for the senior department approximately to the course of studies for high schools. The scheme came into operation with effect from April 1915 ; it was to be introduced gradually and by the year 1919 the course will have been introduced throughout all the classes of the junior departments of *madrassahs* adopting them. The revised course has been introduced in the three Government senior *madrassahs* at Hooghly, Dacca and Chittagong, and in the Government junior *madrassahs* at Rajshahi and in all the aided senior and junior *madrassahs*. Many middle *madrassahs* and unaided *madrassahs* have also adopted the course.

Madrassah Examinations.

601. **Central madrassah examination—old course.**—Up to the year 1913 examinations at the end of the classes of the senior department were held by the Central Board of Examiners, Bengal Madrassahs, although certificates were granted to successful candidates only at the lower standard *madrassah* examination (*i.e.*, at the end of the 3rd year class in Western Bengal and of the 2nd year class in Eastern Bengal) and the higher standard *madrassah* examination (*i.e.*, at the end of the highest class). As the system was found to disorganise the regular work of *madrassahs* and to cause delay in publishing the results of the central examinations and hence in making promotions from class to class, orders were issued in 1913 to the effect that thenceforth the Central Board of Examiners should conduct the lower and higher standard examinations only. The examinations of the intervening

classes are to be conducted by the heads of the *madrassahs* concerned.

Madrassah Title examination.—The title course classes sanctioned in 1908 were opened in the Calcutta Madrassah in 1909, and the final examination for the award of titles was first held in 1912. In 1914 the Principal of the Calcutta Madrassah, who is *ex-officio* registrar of the board of *madrassah* examinations, recommended that the pass marks for the title examination should be made similar to those for the Sanskrit title examination. Government sanction was accorded to the proposal in General Department No. 1427, dated 27th March 1914.

Junior madrassah examination—new course.—Regulations for the central examination at the end of the junior *madrassah* course under the reformed scheme were sanctioned by Government in General Department No. 740, dated 23rd March 1916 ; and the first examination under these regulations was held in March 1917. One hundred and thirty-six students were sent up of whom 127 appeared at the examination and 74 passed.

Proposed revision of the curriculum of the Calcutta Madrassah.

602. Under Government resolution No. 981, dated 25th February 1915, a committee was appointed to revise the curriculum of the Calcutta Madrassah. The recommendations of the committee are under the consideration of the Director of Public Instruction.

Change of designation of the heads of the Dacca and Chittagong Madrassahs.

603. The reformed scheme sanctioned under Government resolution No. 450 T.—G., dated 31st July 1914, was introduced in these institutions in 1915-16 and in accordance with the orders contained in the resolution the designation of the heads of these institutions has been changed from "Superintendent" to "Principal."

Transfer of control of Anglo-Persian departments of the Dacca and Chittagong Madrassahs.

604. For the better working of both the Anglo-Persian and Arabic departments, the control of the Anglo-Persian departments of these *madrassahs*, which are really high schools for Moslems, was, under Government order No. 51T.—G., dated 3rd May 1916, transferred to the divisional inspectors of schools.

Holidays and vacations in Madrassahs.

605. Until recently the Government senior and junior *madrassahs* were entitled to holidays and vacations up to a limit of 102 days in the year. All the aided senior *madrassahs* followed the Government *madrassahs* in this respect. The number of holidays for all *madrassahs*, recognized by the Department (except the Calcutta Madrassah), has now been fixed by Government order No. 820, dated 30th March 1916, at the maximum number of 85 days exclusive of Sundays but inclusive of local holidays.

The recognition of the Ahsania Madrassah at Dacca and the Bashiria Ahmadia Madrassah at Sandvip.

606. In 1915 recognition was withdrawn from the Ahsania Madrassah at Dacca, on account of mismanagement for which the *madrassah* authorities had repeatedly been warned. In 1914 permission was granted to the Bashiria Ahmadia Madrassah at Sandvip in the district of Noakhali, provisionally for a period of two years, to send up candidates for the central *madrassah* examinations. No further recognition has, however, been granted to the *madrassah* as the *madrassah* authorities refused to introduce the reformed scheme in the junior department.

CHAPTER XI.

The Education of Special Classes.

A.—The education of chiefs and nobles.

607. **The Nawab Bahadur's Institution at Murshidabad.**—The Nawab Bahadur's Institution at Murshidabad provides special arrangements for teaching the boys of the *Nizamat* family. The *Nizamat* boys reside in a separate hostel which is managed by a European headmaster assisted by a Muhammadan assistant teacher. The religious and moral training of these boys and their discipline are under the care of a special officer called the *Ataliq*. On 31st March 1917, there were 26 *Nizamat* boys in the school against 23 on 31st March 1912. The total expenditure of this special department of the school amounted to Rs. 3,740 in 1916-17 against Rs. 4,250 in 1911-12.

B.—The education of backward classes.

608. **Castes or tribes which may be grouped as depressed classes.**—A list of the castes or tribes which may, in terms of the Government of India's instructions, be included under the three groups of depressed classes is given below with the approximate size of each :—

(*a*) *Depressed classes proper.*—

Caste or tribe.	Number.	Caste or tribe.	Number.
Bagdi	1,015,738	Kora	46,497
Bauri	313,654	Mal	108,163
Bhuinmali ...	91,973	Muchi	455,236
Bhuiya ...	69,044	Munda	67,252
Dhumij ...	90,282	Namasudra ...	1,908,728
Chamar ...	136,533	Oraon	165,337
Dhoba	228,052	Pod	536,568
Dom	173,991	Santhal	669,420
Dosadh ...	45,863	Sunri	119,325
Hari	173,706	Tiyar	215,270
Kaora	112,281		

(*b*) *Aboriginal and hill tribes.*—

Chakmas ...	54,362	Hajangs ...	25,016
Garos	42 728	Koches	46,619
Hadis	26,212	Tiparas	35,950

(*c*) *Criminal tribes.*—

Bediyas ...	8,503	Kaoras (24-Parganas)	64,483
Gains	380	Lodhas	7,403

609. **Special measures taken for the encouragement and diffusion of education among the depressed classes.**—The following quotation summarises the position :—

"The Government of Bengal have long been alive to the necessity of taking measures for the encouragement of education among the depressed classes. Endeavours have been and are being made to attract their children to primary schools by admitting them as free pupils. These methods have been fairly successful, for though the children may belong to the lowest classes of the Hindu social system or be outside the pale of caste altogether, there is no great difficulty in their being admitted to primary schools. In localities where they are settled in fairly large numbers, it has been the policy of the Department to establish special schools. Government scholarships are also reserved for members of backward classes."

610. **The Bengal Social Service League and the Society for the Improvement of the Backward Classes, Bengal and Assam.**—The Bengal Social Service League, which has been in active existence for about two years, claims to have opened 19 primary day and night schools in Bankura and other places for the education of backward classes. The Society for the

Improvement of the Backward Classes, Bengal and Assam, is said to have started and maintained in the districts of Dacca, Mymensingh, Bakarganj, Noakhali, Tippera, Rangpur, Jessore, and 24-Parganas, 62 schools of which 8 were middle English schools and 54 were primary schools, including 11 girls' schools and 1 night school. During the year 1916-17, 1,916 boys and 263 girls, of whom 147 were Muchis, received instruction in these schools. The society is handicapped by want of funds and has recently made an appeal for public help.

611. **Total number of pupils of depressed classes.**—According to the returns submitted by inspectors of schools and other officers 77,054 boys and 8,973 girls of the depressed classes were actually under instruction at the end of the year 1916-17. Of these, 194 boys were in colleges, 2,022 boys in high stage; 2,684 boys and 23 girls in middle stage; and 70,861 boys and 8,908 girls in primary stage. The rest 1,293 boys and 42 girls were in special and indigenous schools.

612. **Education of Namasudras.**—To the total number of 86,027 pupils of the depressed classes the Namasudra community contributed 41,105—35,932 boys and 5,173 girls. Of these, 100 boys were reading in colleges; 1,489 boys in high stage, 1,690 boys in middle stage; and 32,087 boys and 5,138 girls in primary stage. The rest were reading in special and indigenous schools.

During the quinquennium under review special hostels for Namasudra students were established at Dacca, Faridpur and Barisal. The Depressed Classes Mission in Dacca maintained 3 middle English schools for the education of this community. One of these schools was aided by the Department. The Baptist Mission also maintained a few primary schools. The Namasudras have started associations in different centres and are making strenuous efforts to spread education in their own communities.

Many Namasudras have attained to a considerable stage of general advancement. They have in a body objected to their classification as *untouchables* and members of the so-called "depressed classes." One of the most remarkable features of the social life of Bengal during the past 50 years is a sustained effort made by certain sections of the lower castes and, particularly, the Namasudras to rise in the social scale. Their progress has been so steady and promising that their enumeration under the head "depressed classes" is apparently regarded by them as a serious set-back to their social advancement. I consider that their present position in education and their present social advancement bring them under a higher category.

613. **Education of Santhals.**—(*a*) *In Bankura, Birbhum and Midnapore.*—During the period under review a scheme for the improvement and expansion of education among the Santhals in the districts of Bankura, Birbhum and Midnapore was sanctioned by Government, and a recurring grant of Rs. 10,257 (Rs. 5,784 from Imperial and Rs. 4,473 from Provincial revenues) was made for the purpose.

A board of Santhal education was formed in each of the two districts of Midnapore and Bankura. It is composed of the district magistrate, a missionary and the deputy inspector of schools. The functions of these boards are both advisory and executive.

(*b*) *In Dinajpur.*—A proposal was mooted for the initiation of a scheme for the education of Santhals in the district of Dinajpur on the lines of what has been done in the Burdwan division. Nothing definite has yet been evolved and the matter is still under consideration.

614. **Education of Garos, Hadis, Hajangs, Chakmas, Lepchas, Bhutias, Koches, Tiparas, etc.**—(*a*) *In the Dacca division.*—The Mymensingh District Board and the Australian Baptist Mission have contributed liberally to the maintenance of primary schools for the children of those Garos, Hadis, Hajangs and Koches who live at the foot of the Garo Hills. For the education of these people the latter maintained 11 primary schools, while the former subsidised 30. On 31st March 1917 there were 1,780 pupils belonging to these classes who were receiving instruction in schools. Of these, 134 were in secondary and 1,646 in primary schools against 26 and 1,072, respectively, reported five years before.

The District Board of Bakarganj maintained a few primary schools for the education of Magh pupils. The number of these pupils on 31st March 1917 was 158. One Magh pupil was trained in the Patuakhali *guru*-training school but he failed to pass the final examination. There is a special primary school for Muchis in the town of Dacca and two more in the interior—one for boys and the other for girls. There are also two schools for Bunias in the town of Faridpur; these schools are being conducted by Bunia teachers. On 31st March 1917 there were 18 boys and 21 girls in these two schools.

(*b*) *In the Chittagong division.*—The majority of the aborigines in this division who are chiefly Chakmas, Tiparas and Maghs are to be found in the Chittagong Hill Tracts and in the Cox's Bazar subdivision of the Chittagong district. All possible facilities are afforded to the Arakanese Magh boys in the Cox's Bazar subdivision. Five special Burmese lower primary schools have been established for them. The special Burmese school at Ramu was raised to the middle English status; and there is a proposal to open a normal school at Cox's Bazar for the training of Magh teachers. The Government weaving school at the place promises to do well. In the Chittagong Hill Tracts Government maintains one high and one middle vernacular school. The total cost of these schools amounted during the year 1916-17 to Rs. 10,219 and Rs. 2,135, of which Rs. 8,334 and Rs. 2,123, respectively, were paid from Provincial revenues. There were also 113 primary, 11 special and 35 indigenous schools for aboriginal pupils. A training class has been established by Government in connexion with the high school for the benefit of the Chakmas and Tiparas. There is also a hostel attached to the high school which accommodates 50 hill boys who are allowed free board. Education is given free to hill boys and girls in the Chittagong Hill Tracts and to the Arakanese Maghs in the Cox's Bazar subdivision. At the end of the year 1916-17, there were 2,013 Chakmas and Maghs at school, of whom 89 were in the secondary stage and the rest in the primary stage.

There were two schools for Tiparas in the Lalmai Hills in the Tippera district and two for Doms in the town of Chittagong.

A society for the improvement of the depressed classes and the Chittagong Night School Committee have their head-quarters in the town of Chittagong and are doing much for the improvement of the education of Doms, Mehtars, etc., by opening day and night schools.

The Inspector of Schools, Chittagong division, reports that there has been a general awakening regarding education among the backward races in his division, of whom the Baruas or Rajbanshi Maghs are the most important. During the last few years they have made great progress and in general education now occupy a position intermediate between the Mussalmans and the Hindus.

(*c*) *In the Rajshahi division.*—In this division the aborigines are chiefly found in the districts of Jalpaiguri, Rajshahi and Darjeeling. They are Mundas, Bhutias, Lepchas, Paharias, etc. On 31st March 1917, there were 23 schools for the education of their children. The schools are distributed as follows:—

(1) *Jalpaiguri.*—One Bhutia school at Chunnabhati with 20 pupils; and 12 schools for Meches, etc., in the Duars attended by 227 pupils.

(2) *Rajshahi.*—Ten schools for aboriginal races with 185 pupils.

Most of the aborigines in the districts of Darjeeling and Jalpaiguri are settlers working on tea gardens. Special provision exists for the education of their children—a matter which will be dealt with in a later paragraph.

During the period under review a special hostel for Rajbanshi students was provided at Rangpur.

615. **Education of fishermen.**—During the quinquennium under review the attention of the Department was drawn to the backwardness in the matter of education of the fishermen of the district of Dacca. A scheme was drawn up for the provision of free elementary education at two important

fishing centres in the district at a cost of Rs. 345 per annum. It includes the establishment of a primary school at Rohitpur and the improvement of the existing primary school at Paragaon Matabpur. In both these schools children of fishermen will be taught free. Each school will get a special contingent grant of Rs. 3 per mensem for the supply of books, etc., to poorer pupils, the children of fishermen. The scheme was sanctioned by Government after the close of the quinquennium.

616. **Improved educational facilities in the colonisation areas in the Sundarbans.**—A scheme for the provision of improved facilities for primary education in the colonisation areas in the Sundarbans in the districts of Bakarganj and 24-Parganas was formulated during the period under review. The District Board of Bakarganj have agreed to contribute Rs. 1,100 towards the capital expenditure and are prepared to bear Rs. 360 per annum towards the recurring cost.

The total initial and recurring annual grants required for the Bakarganj district for the provision of improved educational facilities for the colonists in the Sundarbans are Rs. 3,000 and Rs. 2,364. Deducting the contributions from the district board Government will have to meet Rs. 1,900 for capital, and Rs. 2,004 for recurring expenditure.

No fees will be charged in the schools included in the scheme.

617. **Education of criminal tribes.**—The following quotation gives an idea of the existing arrangement :—

"Owing to their nomadic and unsettled mode of life these tribes are not susceptible to the influence of education. An industrial settlement for these tribes has been started at a place near Saidpur in the district of Rangpur. The management of this settlement has been placed in the hands of the Salvation Army, to which the payment of a grant-in-aid amounting to Rs. 26,600 was sanctioned in 1914. The payment of an additional sum of Rs. 5,481 for the management of the settlement was sanctioned this year and a proposal for an increased grant-in-aid is now under consideration. There are at present about 200 persons in the settlement who are being taught various industries."

C.—The education of defectives.

618. (1) **Facilities in the Presidency division.**—There were five institutions for the education of physically defective children in the Presidency division, of which the most important are the Calcutta Deaf and Dumb School and the Calcutta Blind School. At the close of the period under review the former had 74 pupils on its rolls and the latter 33 as against 58 and 23, respectively, at the end of the previous quinquennium. The District Boards of the 24-Parganas, Nadia and Jessore spent Rs. 303, Rs. 162 and Rs. 192, respectively, in stipends awarded to children in the Deaf and Dumb School, Calcutta. The District Boards of the 24-Parganas and Nadia also awarded scholarships to certain boys in the Blind School, Calcutta.

(2) **Facilities in the Dacca division.**—There are two schools in the Dacca division for the education of the deaf and the dumb. One of these schools is located in the Dacca town and the other at Barisal. The former is returned as a girls' school, there being 4 boys and 6 girls on its rolls. The total expenditure of the school was Rs. 253 during 1916-17. The school at Barisal is aided by Government. On 31st March 1917 it had 15 pupils, including 3 girls. The total cost was Rs. 1,894, of which Rs. 600 was paid by Government. One of the pupils of this school was sent last year to the Calcutta Government School of Art with a district board stipend of Rs. 5.

619. **Total number of pupils in schools for defectives in the Presidency.**—The total number of pupils in institutions for defectives rose from 231 in 1911-12 to 445 in 1916-17. The facilities offered at present in the Presidency for the education of these pupils are inadequate.

D.—The education of children of labourers employed in tea gardens.

620. Schools for the education of the children of labourers employed in tea gardens exist in the districts of Jalpaiguri and Darjeeling. Two different

systems prevail in these two districts. An attempt was made to introduce a scheme into the district of Chittagong but it failed.

(*a*) *Jalpaiguri.*—The scheme initiated by the Government of Eastern Bengal and Assam still obtains in the Jalpaiguri district.

Thanks to the able and valuable assistance of Mr. W. L. Travers, Chairman of the Duars Planters' Association it was possible in 1916 to establish 30 new schools.

At the close of the year 1916-17 there were 5 "A" class, 19 "B" class and 43 "C" class schools in the district, *i.e.*, 67. The number of pupils attending these schools increased from 446 to 1,207. The total direct expenditure on account of these schools amounted during the year 1916-17 to Rs. 2,910, to which Provincial revenues contributed Rs. 2,238 and district funds Rs. 672.

(*b*) *Darjeeling.*—There were 69 tea-garden schools in the district on 31st March 1917. All of these schools teach up to the lower primary standard. Some of them are held in the evening while others are day schools. The departmental aid to night schools varies from Rs. 5 to Rs. 8 a month and to the day schools from Rs. 8 to Rs. 12 per month.

About 60 schools are under the supervision of the Scottish Mission who appoint teachers and pay them regularly. The remaining schools are under the management of tea-garden managers. All these schools are regularly visited by the local officers and are subject to the control of the inspectorate.

A steady advance has been made in Darjeeling in respect of tea-garden schools during the last five years. The figures noted below show the progress achieved :—

Year.	Number of schools.	Year.	Number of schools.
1911-12 ...	53	1914-15 ...	66
1912-13 ...	57	1915-16 ...	66
1913-14 ...	63	1916-17 ...	69

The total direct expenditure on the schools increased during the quinquennium from Rs. 5,926 to Rs. 8,839 and the contribution from Provincial revenues from Rs. 3,973 to Rs. 5,802.

A decline in the number of pupils was, however, noticed during the quinquennium and was attributed to the withdrawal of many pupils by their parents to make them whole-time labourers.

(*c*) *Chittagong.*—The Inspector of Schools, Chittagong division, reports that there is a primary school supported by the Kodala Tea Estate in the Chittagong district for the benefit of the *coolie* children in the garden. It is subsidised by the District Board of Chittagong and is an ordinary primary school.

E.—The education of children employed in factories.

621. A scheme for the provision of improved facilities for elementary education for children employed in the mills near Calcutta was drawn up during the quinquennium under review. It included—

(*a*) the establishment of four schools at different centres of the area between Bhatpara and Jagatdal, and

(*b*) the establishment of five schools attached to five mills at Titagarh.

The initial and recurring costs to Government were estimated at Rs. 27,000 and Rs. 6,488 a year, respectively.

The scheme was approved by Government in 1915, but it could not be given effect to in its entirety before the close of the quinquennium. In 1916-17 a grant of Rs. 5,893 was made for the construction of a school building at Titagarh. This school will meet the demands of two mills—the Titagarh Mills Nos. I and II.

Maktabs and ordinary primary schools situated near the mills were also attended to some extent by the children of the mill hands. These schools receive grants from the municipalities concerned. The Inspector of Schools, Presidency division, reported that about 1,000 mill-hands and their children were in 1916-17 receiving instruction in these schools.

F.—The education of Jain students.

622. In accordance with the instructions received from the Government of India in their letter No. 569, dated the 7th June 1916, separate mention is required to be made of Jain students reading in the various grades of educational institutions. According to the returns the number of such students on 31st March 1917 was 133. Of these 12 were reading in arts colleges, 106 in secondary schools, 11 in primary schools and 4 in special schools.

CHAPTER XII.

Private or Indigenous Institutions.

623. **Causes of unreliability of statistics.**—The statistics relating to private institutions are essentially unreliable. No returns can be demanded of the managers who probably seldom keep any registers. It is obliging on their part to furnish figures at all and it is impossible to scrutinize their returns too closely. Moreover many of the institutions are ephemeral; here to-day and gone to-morrow. Among the more permanent there is a constant tendency to come within the pale of recognition.

624. **Figures relating to private institutions as a whole.**—According to the returns there were at the close of the period under review 2,269 institutions with 62,920 pupils in them, as compared with 2,380 institutions and 54,827 pupils at the close of the previous quinquennium. In other words, while the institutions decreased by 111 the pupils increased by 8,093.

625. **Cause of decrease in private institutions.**—Throughout the quinquennium the policy of the Department has been to improve these schools, and, by the offer of grants-in-aid to those which comply with the Departmental regulations, to convert them into public schools. The decrease in the number of institutions is due to the fact that many elementary and other schools have adopted departmental standards and been transferred to the aided list. Advanced institutions teaching Arabic or Persian are also passing into the category of *maktabs*, or junior *madrassahs* adopting the reformed *madrassah* course. This is also the case with Sanskrit schools. Under the organising influence of the Board of Sanskrit Examinations many of these institutions have developed into special schools and come under the head of public institutions.

626. **Pupils by communities.**—Of the total number of pupils under instruction in private institutions on 31st March 1917, 74·9 per cent. were Muhammadans; this community has a larger number of pupils in *Koran* schools. The Hindus represented 22·7 per cent. and other communities 2·4 per cent. The corresponding percentages on 31st March 1912 were 75·1, 20·8 and 4·1 respectively.

627. **Mahakali pathsalas.**—Mention has already been made of the Mahakali pathsala in Calcutta I know of *pathsalas* of this type at Mymensingh, Bogra, Pabna and Faridpur. These institutions are undoubtedly popular and most of them receive grants from municipalities. As a rule they attempt to teach the greater part of the departmental curriculum, but to this they add the recitation of hymns and prayers in Sanskrit and some instruction in the ritual of family *puja* and domestic economy. There is not the least reason why these special things which the average Hindu father wants for his daughters should not be combined with a sound general education. The dangers of these schools are the overcrowding of the curriculum and the bad teaching of the *pandits*.

628. **The Santiniketan Brahmacharyya Asram, Bolpur.**—The most conspicuous among other schools not conforming to departmental standards is the Santiniketan Brahmacharyya Asram at Bolpur in the district of Birbhum. This institution was founded by Sir Rabindra Nath Tagore who sought to introduce into it a scheme of education which aims at retaining the traditional ideas of India without rejecting the best features of English public schools. Besides preparing candidates for the matriculation examination, the school imparts to all students moral and religious training on advanced Hindu lines. It had 149 pupils on 31st March 1917.

The reorganization and development of indigenous Sanskrit education in Bengal.

629. **The Calcutta Sanskrit Conference of 1913.**—In February 1913, the Government of Bengal convened a conference to advise on certain important points in connexion with the encouragement of indigenous Sanskrit learning. The conference was presided over by the Hon'ble Justice Sir Asutosh

Mukharji, and the members included *pandits* who had been invited from Bihar and Orissa and from Assam with the permission of the local Governments concerned. These *pandits* were not, however, official delegates, as the conference had been convened primarily to deal with the situation in the Bengal Presidency.

630. **The present position.**—In July 1916, the Government of Bengal in their letter No. 349 T. G., dated 22nd July 1916, communicated their acceptance of the recommendations of the above conference on Sanskrit learning so far as the future constitution and functions of the Calcutta Sanskrit Association were concerned. These recommendations involve the replacement of the existing Sanskrit Board by the proposed Calcutta Association, which is to comprise a large deliberative convocation of 500 *pandits*, and a council, which is to be the sole executive authority. The council is to conduct examinations, award titles and be the adviser of Government in all matters connected with indigenous Sanskrit learning. The Calcutta Sanskrit Association will have jurisdiction throughout Bengal and Assam.

CHAPTER XIII.

Physical and Moral Training.

CONDITIONS OF RESIDENCE AND DISCIPLINE.

General statistics of hostels or boarding houses.

631. (i) **For Indian students.**—According to the returns the total number of hostels or boarding houses for Indians at the end of 1916-17 was 746 with 20,903 boarders against 488 hostels with 13,286 boarders at the end of 1911-12. Of the total number of hostels throughout the Presidency at the end of the year 1916-17, 216 hostels or boarding houses with 5,447 inmates were managed by Government, 9 with 264 inmates were managed by district or municipal boards, 180 with 5,707 inmates were aided and the rest were unaided. The cost to Government in the shape of capitation and other recurring grants to these hostels during the year 1916-17 was Rs. 1,43,929 against Rs. 71,235 in 1911-12.

632. (ii) **For European students.**—According to the returns submitted by the Inspector of European Schools, Bengal, there were 35 hostels or boarding houses for Europeans and Anglo-Indians with 4,513 boarders at the end of 1916-17 against 50 hostels with 4,084 boarders at the end of 1911-12. Classified according to management, 2 hostels or boarding houses with 298 inmates were managed by Government, 30 with 3,873 inmates were aided and the rest were unaided. The cost to Government in the shape of recurring grants to these hostels was Rs. 2,59,896 in 1916-17 against Rs. 2,07,821 in 1911-12.

633. **Statistics of hostels in Calcutta for Indian students.**—In Calcutta there were at the end of 1916-17, 72 hostels with 3,749 boarders, as against 36 hostels with 2,119 boarders at the end of 1911-12.

634. **Statistics of Government hostels for Indian men and boys in Calcutta.**—At the end of 1916-17 there were 11 hostels for boys in Calcutta under the management of Government with 969 boarders in them. At the end of 1911-12 there were 5 such hostels with 506 boarders.

635. **Statistics of Government hostels for Indian girls and women in Calcutta.**—At the end of 1916-17 there were 4 hostels for girls and women under Government management with 76 boarders in them.

636. **Conditions under which college and high school students in Calcutta reside.**—Of the total number of students on the rolls of Calcutta colleges on the 31st March 1917, namely 13,953, 1,305 were living in regular hostels (collegiate and non-collegiate), 1,031 in attached messes, 2,071 in unattached messes, and 9,546 with parents and guardians and in private lodgings.

On the 31st March 1917 there were 26,491 boys on the rolls of Indian high schools for boys in Calcutta. Of this number only 476 were residing in hostels. The remainder are returned as residing in messes and with parents and guardians and in private lodgings.

Hostel accommodation for Muhammadans in Calcutta.

637. During the quinquennium two important schemes were taken in hand for the provision of additional hostel accommodation for Muhammadan students in Calcutta. A non-collegiate hostel was established in July 1915 in a rented house in Wellington Street. The hostel provides accommodation for 73 students and is maintained and managed by Government at an annual cost of about Rs. 6,900.

A sum of Rs. 2,00,000 was spent during the quinquennium on the extension and improvement of the Baker Madrassah hostel. This expenditure was met from the Imperial grant for hostels.

The provision of a Muhammadan hostel in the vicinity of College Square at a cost of about 3 *lakhs* is included in the proposals of the Calcutta University for the utilisation of the Imperial grant of 10 *lakhs* made to that body for students' hostels in Calcutta.

Schemes postponed on account of the war.

638. Several important schemes for the provision of hostel accommodation have had to be postponed on account of difficulties of finance due to the war. The chief among these are the projects for constructing new hostels for the Presidency College, the Rajshahi College, the Bethune College and the Krishnagar College.

Grant to Calcutta University for under-graduates' hostels in Calcutta.

639. In 1915 an assignment of 10 *lakhs* was made by the Government of India to the Calcutta University for the construction of under-graduates' hostels in Calcutta. This sum was supplemented by an allotment of 3½ *lakhs* made by the Government of Bengal out of the balances of previous Imperial grants for the provision of students' hostels.

Recurring Imperial grant for hostels in Bengal.

640. During the quinquennium under review a recurring grant of Rs. 1,32,000 was specifically assigned by the Government of India for expenditure on the maintenance and upkeep of hostels.

The Calcutta mess scheme.

641. **Introductory.**—The annual reports on the working of the Calcutta mess scheme under the direction of the Students' Residence Committee of the Calcutta University for the period 1906-1914, show that the scheme is making ever-increasing demands on the revenues of Government.

642. **Investigation by Mr. Gilchrist and Mr. J. R. Banerji.**—Mr. Gilchrist was deputed to carry out a survey of the whole position and to submit definite recommendations for placing the scheme on a sound basis. He was assisted in his investigations by Mr. J. R. Banerji of the Metropolitan Institution.

Mr. Gilchrist visited every hostel and mess in Calcutta with Mr. Banerji and examined the working of the system in detail. His analysis of the position showed that while it was not practicable to make the mess scheme self-supporting there are means by which it could be made much less expensive to Government than it has been for the last 8 or 9 years.

643. **The comparative cost of living in a hostel, an attached mess and an unattached mess.**—Throughout his investigations, Mr. Gilchrist was struck with the insistence by students on cheapness as a *sine qua non* of university education in both of its aspects, academical and residential. He accordingly made calculations of the relative expenses of living in hostels, attached messes and unattached messes. The expenses of messes were calculated on the basis of various estimates given to Mr. Gilchrist by the students and superintendents of the messes. The result of his analysis is shown below :—

Hostels.—Charge a composite fee varying from Rs. 12 to Rs. 16 per month. In addition to this there are in various hostels additional charges, *e.g.*, medical charges, library or common room, badminton (or sports generally). Seat rents vary usually according to the accommodation provided. Electric current is charged for where it exists. Mr. Gilchrist put down the average expenses of hostels at Rs. 14 or Rs. 15 (in some exceptional cases, especially the Hardinge hostel, the expenses are as high as Rs. 22).

Attached messes.—Seat rent (fixed by University) Rs. 5 and Rs. 3-8* according to accommodation. Messing varies according to students' estimates from Rs. 10 to Rs. 13 per month. The latter (Rs. 13) seems a very liberal estimate. Mr. Gilchrist would say the average expenses of the students in attached messes were about Rs. 14 or Rs. 15 a month.

* These rates have since been raised to Rs. 6 and Rs. 5.

Unattached messes.—Seat rent varies between Rs. 2-8 and Rs. 5-8. Very exceptional cases give Rs. 2 and Rs. 6. Average seat rent about Rs. 4-8. From the estimate given by the students, messing seemed more sumptuous in unattached messes than in either hostels or attached messes. The estimate varies—Rs. 8 to Rs. 17—these being extreme. The average was about Rs. 11 or Rs. 12. The total expenses of unattached messes per head was put down by Mr. Gilchrist at an average of Rs. 16.

644. **The unattached mess is more expensive than the attached mess.**—It must be noted that in messes there are practically no additional charges such as in hostels for extras. The unattached mess estimate is interesting in view of the reason given by the students and superintendents for the existence of such places—cheapness. They are if anything dearer than the others, while the standard of housing is practically the same as that of attached messes. The University inspector of messes agrees with Mr. Gilchrist in saying that the excuse of cheapness (given for the existence of unattached messes) is shallow and false.

645. **The amenities of Calcutta.**—I have a shrewd suspicion that even if Government were to provide the University with funds sufficient to enable them to take and assign to every Calcutta college houses sufficient for the accommodation of every student whom the colleges could possibly crowd into their lecture rooms, we should still find "chummeries" of students of various colleges living under no pretence of control and "private residential arrangements." It would be of course just those students who most needed supervision who would be living under these conditions.

The students as a community are thoroughly alive to the advantages of Calcutta as a place in which they can live and do as they like. Sometime ago I asked the head master of the Pirojpur high school to what colleges the ex-pupils of the school resort? I was told that the great majority went to Calcutta colleges because they appreciated "the amenities of the metropolis."

646. **Provision of common rooms.**—Comparatively few messes at present have any facilities for the cultivation of the social part of student life. In most messes practically every available corner is taken up by students' seats, or (more literally) beds. In a few messes a room is set apart as a common room, or perhaps a part of a landing or verandah is used for the purpose. Most students and superintendents emphasise the necessity of the bigger messes at least having a common room, in which there might be a communal library, communal newspapers, and communal life generally. One cannot go round the various students' residences in Calcutta without being impressed by the seeming barrenness of the average student's life. To any one used to Western habits of thought and living the Calcutta student's life presents a startling contrast. While the Western student insists on his study and bedroom, the Calcutta student is quite happy if he gets one "seat" in a room along with three or four others. That "seat" is his bed—and that bed is as a rule his seat, desk, table, and couch. The University prescribes a certain amount of cubic space for each student, and that standard seems satisfactory to every one, students and superintendents alike. It is difficult to conceive how students can do really hard study in such conditions, but the fact remains that they do.

647. **Private libraries.**—Not only do the quarters seem extraordinarily confined to Western eyes, but one is struck with the minimum of books by which a student can obtain a degree. By the time the average Western student leaves college he has usually the basis of a respectable private library. In very few cases in the Calcutta messes did students have any more than the bare minimum of text books prescribed by the University. Most college libraries, of course, supplement the students' own possessions; but none the less, it is surprising that the students should not have books outside the paper list of the University. The reason for the non-possession of such books is always set down as poverty. The buying of books seems to have no place in the students' budget: more's the pity, for a university education should mean more than a mastery of a few text books.

648. **Newspapers and periodicals.**—Not only is there a lack of private books, but there is a lack of even ordinary periodicals. Practically all the students read one newspaper, and one only, the *Bengalee*. Here again college libraries and common rooms usually fill up the gap; but in the multitude of readers at any one college, very few can read well. Internal organization in hostels and messes should provide against this lack: a very small subscription per student, for example, could provide several newspapers and periodicals (and superintendents should see that these are good ones). College authorities (college funds permitting) should provide a small library of general literature.

649. **Under existing conditions the problem is insoluble.**—No authority however effectively it were provided with money and equipped with power could ever make suitable arrangements for the accommodation of students in a place like Calcutta, unless the number of students were more or less definitely fixed at any rate with reference to its maximum. But it is rare for the Government of India to affiliate a college on a definite numerical basis. It is true that the University regulations impose a limit on each class but there is apparently no limit to the number of sections of a class which a college may open. If a college begins lecturing at 8 A.M. and keeps the mill grinding throughout the day by the simple process of hiring enough lecturers or of engaging such lecturers as it already employs to work double tides it can admit an almost unlimited number of students to its roll. This apart from other objections makes the residential problem insoluble. Each individual college suffers from the general chaos and in the face of the present position one would have imagined that every college would have evolved some system for dealing with their failed students but, except in Government colleges, there appears to be no system at all. The failed students put forward their claims for readmission as the first who must be attended to, the result being that if a college has a big failure at the Intermediate examination it probably opens a new section of the 2nd year class thus adding about 150 students to its enrolment.

650. **The statutory responsibilities of the University of Calcutta in the matter of the residence of students.**—This brings us back to the main defect of the Calcutta mess scheme. The scheme was framed and introduced before the regulations of the University of Calcutta as revised in terms of the Indian Universities' Act of 1904 became operative. Chapter XXIV of the regulations requires that every student reading in an affiliated college who does not reside with his parents or other legal guardians, or guardian approved by the Principal of his college, shall reside either in his college hostel or in lodgings approved by his college.

An affiliating University might quite logically take up the position that its responsibility ended when it satisfied itself that an affiliated college was competent to teach its students. The statutory responsibility of the Calcutta University was extended beyond this by section 21 (*I*)-(*c*) of the Indian Universities' Act (Act VIII of 1904). According to this section a college applying for affiliation must satisfy the Syndicate that provision will be made in conformity with the regulations for the residence in the college, or in lodgings approved by the college, of students not residing with their parents or guardians and for the supervision of physical welfare of its students. The obvious way of enforcing its statutory responsibility in this matter would have been for the University regulations to have made the responsibility for and supervision of the conditions under which all its students live and the enforcement of a reasonable standard of sanitation, discipline and decency an indispensable condition not only of the grant of affiliation but also of its continuance.

Under the Calcutta mess scheme however the college authorities are divorced of their responsibility with regard to the residence, supervision and control over their students, the University is disinclined to acknowledge its statutory obligations in the matter and Government are made to assume the financial responsibility for the working of the Calcutta students' mess scheme. The whole machinery is out of gear and even if the cost of the scheme fell within the limits indicated when the scheme was first started I would not recommend its continuance on its present basis on any account.

651. **The Calcutta problem must be solved partly in the mufassal.**—The residence problem outside Calcutta is not so acute. The problem of Dacca with its proximity to the spacious Ramna is a much simpler one, at any rate so far as university students are concerned; and Mr. Gilchrist has reported that as far as *mufassal* hostels are concerned the problem is no problem. In this connexion I may refer to a suggestion made by Mr. Gilchrist in his report on the Calcutta mess scheme that the solution of the problem of housing, supervision and control of university students in Calcutta requires to be attempted from two directions, namely, (i) by better organization in Calcutta and (ii) by the provision of better facilities for education in the *mufassal*.

He writes :—

"If housing is to be taken account of at all in university education it seems only reasonable that students should be attracted to centres where housing is easy. (By housing I mean not only bricks and mortar but that the whole manner of life.) The question whether the University should encourage the development of *mufassal* colleges from points of view other than that of housing belongs to other spheres of education. All I can definitely say is that from the housing point of view it is as clear as daylight that centrifugal forces should be brought to bear on Calcutta. *Mufassal* colleges should be developed in every possible way. While a *lakh* of rupees will hardly buy a patch of land in Calcutta, it will build two hostels in the *mufassal* and those *mufassal* hostels will have clean air and large playing fields, while the Calcutta hostel which will cost about four times as much will have just enough ground to stand on. It makes one's heart bleed for the Calcutta students to see the beautiful open squares and airy rooms of *mufassal* colleges as contrasted with the stuffy surroundings of the Calcutta messes. Why students should come to the expensive and crowded city of Calcutta especially in view of the oft repeated case of poverty when *mufassal* colleges offer a free and healthy life, I cannot say. But it is perhaps that there is a certain *ton* in Calcutta University life—that may be so. But as numbers stand at present and as numbers are likely to be for some time I consider that Government and the University should direct their forces whole-heartedly to the double object of (i) having *mufassal* colleges adequately housed with hostels and (ii) seeing that the colleges are duly equipped with staff in order that the colleges may have a fairly wide affiliation. One main reason why students rush to Calcutta is that the colleges in Calcutta offer a wider range of subjects."

The Dacca mess scheme.

652. **Introductory.**—Dacca has its own scheme for controlling the residence of students in that town. The scheme originated in 1910 in a suggestion of the local visiting committee of the Calcutta University that an enquiry should be made into the conditions in which the students and school boys were living in Dacca with a view to improving these conditions.

653. **Number of students under the Dacca scheme.**—The number of students and school boys who have come under the scheme since its inception will be seen from the following table :—

Year.	Number of boarders.	Number of messes.
1911-12	650	31
1912-13	850	38
1913-14	950	43
1914-15	891	43
1915-16	957	41
1916-17	1,048	44

At the close of the last financial year there were 1,048 students in hostels and messes under the Dacca scheme. Of these 460 were college students, while 588 belonged to schools and *madrassahs* in the town. Of the 44 houses engaged under the scheme 18 were reserved for college students and 26 for school and *madrassah* boys.

654. **Distribution by communities of students in Dacca messes.**—Of the 1,048 students residing in hostels and messes under the Dacca scheme 490 were upper class Hindus among whom inter-dining is permissible, 99 were Shahas, 86 Namasudras, 38 Naths (Yogis), 22 Mahishyas, 4 Manipuries, 299 Muhammadans and 10 Christians. The boarders pay seat rents according to the accommodation provided except in the case of Namasudra students who are not required to pay anything in the way of seat rents. About two-thirds of the house-rent is met by boarders, the balance being found out of the Government grant allotted for the purpose.

The problem of housing school-boys.

655. **The Education Commission of 1882 and the Government of India's resolution of 1887.**—When in 1910 the Government of Eastern Bengal and Assam decided to regulate school messes in Dacca it took a step which was quite novel—at all events in Bengal, but the idea that something should be done for the discipline and moral training of school boys was not new. As early as 1882 the Education Commission, speaking of secondary education, recommended that "the importance of requiring inspecting officers to see that the teaching and discipline of every school are such as to exert right influence on the manners, conduct and character of pupils be reaffirmed." The resolution of the Government of India of 1887, after pointing out "the growth of tendencies unfavourable to discipline and favourable to the irreverence which seems to have been fostered by the extension of education", went on to deal with the problem of discipline in schools. Two of these suggested remedies, it is interesting to note, were the introduction of the monitorial system and the building of boarding-houses.

656. **The rapid increase in the number of schools.**—It seems to have been recognised from the first that the most important means of inculcating right habits is the personal influence of teachers. In the two succeeding decades, however, the problem did not become acute, as schools were not then nearly so numerous as they are at present, and the percentage of boys living away from parents was correspondingly smaller. From 1907, however, both schools and school boys increased at such a rate that there was no time to take stock of the situation, until the force of the flood had somewhat spent itself. When that was done the problem of housing boys adequately and under proper supervision was found to have become a vast and complex one, and what was more, the schools concerned did not appear to feel that they had any responsibility in the matter!

657. **The suspicion of Government.**—Unless school authorities can be made to realise their reponsibility in this direction, we can hope for no real solution of the problem. Something might be done by making grants-in-aid conditional on a proper provision for housing school boys living away from their parents and the additional expenditure which would be involved thereby might be taken into account in calculating the amount of grants-in-aid admissible. But, this solution, which might have had far-reaching effects before the year 1907, that is, before the abnormal increase in the number of schools and school boys, has now to face the unwillingness of schools to accept the conditions attached by Government to grants-in-aid. Such schools as the high schools of Dacca can afford to be independent and a suspicion of the political motives of Government prevents the authorities of many schools from accepting grants which they know would make their institutions more efficient and more desirable.

658. **The old *guru* and the present schoolmaster.**—The root of the trouble is that English schools have from the beginning been regarded merely as steps which lead ultimately to the University. In the days of the indigenous system, so far there was one, education began and ended with the school such as it was. The *guru* was paid the same and even greater reverence than the parent and might at the end of the period of training demand any reward he liked. The relation between him and his pupils was intimate and personal to a degree unheard of nowadays. How the new conditions have come about need not be examined here. But they certainly have resulted in an unwholesome desire of each grade of school to rise to the next higher grade, utterly regardless of the fact that a good lower grade school is immeasurably better than a bad higher grade school. Devoid of any ideals, the schools have only made such improvements as they have been forced to make by the University regulations. Whatever does not figure in the essentials laid down by the regulations is utterly ignored. The proper housing of boys who do not live with their parents is not one of these essentials and it has therefore received no attention whatever.

Medical supervision of hostels.

659. Almost all important hostels in Eastern and Western Bengal are each under the supervision of a medical officer, who receives a consolidated

allowance for visiting one or more hostels in his charge. For purposes of medical supervision the hostels in Calcutta and Dacca have been arranged into convenient groups, and the medical officer placed in charge of each group receives the remuneration fixed for his group of hostels and messes. The authorities of hostels attached to private institutions make their own medical arrangements.

The Calcutta University Institute.

660. During the quinquennium under review the Institute was provided with a fine building in College Square, constructed at a cost of 3½ *lakhs* of public money. The foundation stone was laid by His Excellency Lord Carmichael, on the 5th July 1915, and His Excellency opened the building on the 6th April 1916. The Maharajadhiraj of Burdwan and others have generously contributed to the furniture fund. His Excellency Lord Chelmsford paid an informal visit to the Institute on the 17th April 1916.

Control by parents.

661. The question of parental control is a very difficult one. It is very largely dominated by the size of an institution. The session is short; students move about a great deal, and it is extremely difficult to maintain a definite and constant relation between their guardians and college authorities. As Mr. Archbold remarks that it takes nearly all the academical year to obtain full particulars about students who have joined the college and when those particulars have been obtained frequent changes occur to render them inaccurate.

There is no definite system in this respect so far as colleges are concerned. Generally speaking, there is no system of reports on students but principals of colleges usually report to parents and guardians, when the conduct and progress of their wards are not satisfactory. In other cases the principals of colleges endeavour when students get into trouble of a more than trivial nature to enlist the co-operation of their parents or guardians by writing to them a personal letter on the subject.

As regards schools, gatherings of guardians and parents are promoted on special occasions, such as Durbar Day, Prize Day and Sports Day; but generally speaking there is nothing said or done on these occasions to encourage their control of their wards. The Inspector of Schools, Rajshahi division, in the course of his remarks on the subject writes as follows :— "Guardians' gatherings are held in every year in connexion with high schools. These are not, however, so largely attended as one would wish".

Teachers and pupils.

662. **Visits of teachers to pupils' residences.**—The system of ward inspection is in force in the Dacca, Chittagong and Rajshahi divisions. Under this system the school population of the town is divided into wards, and school boys residing in each ward are visited at their homes by the teachers of their schools. This system, if judiciously worked, is calculated to encourage friendly co-operation between teachers and parents and guardians.

663. **Social intercourse between pupils and teachers in play-grounds and elsewhere.**—There are a few schools where the existence of debating clubs or arrangements for games has rendered possible a certain amount of intercourse between teachers and pupils outside school and private coaching hours. As regards Government high schools, debating societies are presided over by teachers selected by the headmaster, and on the play ground one of the teachers, generally the teacher in charge of drill, is deputed to help and supervise the boys at play. Mr. Griffith, Inspector of Schools, Burdwan division, in his report on the subject, states that many of the older teachers regard the idea of social intercourse between pupils and teachers on the play ground and elsewhere as an unnecessary innovation. It is here that the training of teachers shows to advantage for trained men believe in the intercourse and carry it into practice with very successful results.

Corporate life.

664. Most of the colleges in Bengal can claim some corporate life apart from meeting at lectures. Various societies exist to unite students; some of them flourish; some languish. This is easily understood. A number of keen men will give life to an institution, overcoming difficulties; while others, tired after a long day's work, soon lose interest. Thus the ups and downs of college societies depend mainly on the qualities of the few men who succeed to office in them. Generally it may be said that the circumstances of a large college in Calcutta, where lecture hours are long, accommodation limited, and to which students do not return in the evenings are obstacles to the establishment of a corporate life as an aspect of the college as a whole. In hostels, however, this corporate life is developed. There institutions, interests, clubs arise, and are developed enthusiastically. It is there rather than in the college that students learn to work together and to regard themselves as parts of a whole to which each must subordinate himself.

Indiscipline.

665. **General.**—During the quinquennium there was a good deal of indiscipline. This took on a definite political form in 1914; it was aggravated by the wide and reckless dissemination of seditious leaflets throughout the Presidency about this time. The campaign was clearly designed to work up the student community against British Rule. Many students were arrested at different times and most of them have since been interned.

666. **Students' strikes.**—During the quinquennium two serious strikes occurred among students at Government institutions—one at the Presidency College, and one at the Civil Engineering College, Sibpur. There was also a small strike at the Dacca College. There were also strikes at the City College and the Metropolitan Institution.

667. **The murder of headmasters.**—The headmasters of two Government high schools were murdered during the period under review. Babu Sarat Kumar Bose, Headmaster of the Comilla Zilla School, was shot dead in 1915, and Babu Nabin Chandra Bose, Headmaster, Malda Zilla School, was stabbed to death in 1916.

National schools.

668. The number of national schools fell from 16 to 6 during the quinquennium.

Moral and religious instruction.

669. **The conferences of 1912.**—The whole question of religious and moral instruction in schools in Bengal was, at the instance of the Government of India, considered in 1912 by the Government of Bengal. Conferences of prominent educationists and influential persons were convened both at Dacca and at Calcutta and the subject was thoroughly discussed. The results were, as reported by the Government of Bengal to the Government of India, such as to testify again to the practical impossibility of devising any effective scheme for the direct teaching of morality, whether associated with or divorced from religious teaching in schools and colleges in India.

School and College Hygiene.

670. **The Hygiene Committee.**—In the resolution No. 301 C.-D., dated 21st February 1913, the Government of India dwelt among other things on the importance of the study of hygiene by the rising generation and commented on the comparatively small attention which was paid to the subject. They suggested that the Local Governments might institute a thorough enquiry by means of a small committee of men with some practical experience and insight into educational problems both from the physical and intellectual standpoints. A committee was thereupon appointed by the Government of Bengal to consider the matter.

671. **Play-grounds.**—The committee made a survey of the requirements in respect of play-grounds for educational institutions at district and subdivisional head-quarters. The restriction of the scope of their enquiry in this respect was necessitated by the limited funds at their disposal. It was obviously impossible to include Calcutta in their proposals, and it would have been Utopian to have suggested the provision of play-grounds for villages.

672. **Inadequate provision for playing-fields.**—The committee addressed district magistrates, and their reports confirmed the view that the present provision for playing-fields at the district and subdivisional head-quarters is inadequate and that, except in a few cases, all the institutions are in great need of playing-field space. In a very few cases do schools or colleges possess playing-fields of their own. The *maidans* are frequently used with the permission of the Collector; but there is an almost entire lack of organization. In some towns the play-grounds are under water during the rains and cannot be used for many months in the year. In subdivisional head-quarters the condition of things is worse. Open spaces are few and far between, and in many cases there is practically no ground on which school boys can exercise.

673. **Cup competitions.**—My own experience is that the organisation of school and college athletics is at present unsatisfactory. It is rare to find a headmaster or a principal who has a real grip of the situation. The determining factor in the athletic arrangements of any head-quarters station as it is also of Calcutta and Dacca, is as a rule the number of cups which are offered for competition. There is no individual or body to supervise these competitions and they are frequently not confined to educational institutions. Local clubs are started and these entice the best players in schools and colleges to play for them instead of for the institutions to which they belong. Unseemly squabbles and sometimes riots are by no means unknown in connexion with these competitions. Unless effective measures are promptly taken to deal with the existing state of affairs, a pernicious form of athletic professionalism may establish itself so securely throughout the Presidency that it may be difficult to eradicate it.

674. **The maidan and the squares the only play-grounds of Calcutta.**—The facilities that at present exist in Calcutta in connexion with play-grounds are woefully inadequate. Most of the institutions have no play-grounds of their own. The majority use the *maidan*, while some use the public parks and squares.

675. **A square for purdah women.**—During the quinquennium under review one of the squares in the northern part of Calcutta has been specially prepared and reserved for *purdah* women. Almost all the high schools for girls in Calcutta are boarding schools and the majority of them have compounds which can be and are used for the physical recreation of the girls.

676. **Present arrangements for the inspection of educational buildings and hostels.**—Inspecting officers are required to satisfy themselves as to the sanitary condition of the school buildings and their surroundings. Inspecting officers are also required to look into the hostels attached to the schools or any school messes attached thereto with a view to satisfying themselves that they are fit places for the residence of pupils from the point of view of sanitation, discipline and morality. The departmental regulations in this regard are sufficient, but the only weapon in the hands of an inspecting officer is the removal of the grant-in-aid, and it is frequently undesirable to take this step. Greater stringency should be employed in the first instance. At present, schools which are hopelessly insanitary obtain provisional recognition by the University and even pecuniary assistance from the Education Department, and this state of affairs is often allowed to continue for an indefinite period.

677. **The position is serious.**—I have no hesitation in saying that the sanitary condition of schools in Bengal is a disgrace to all concerned. The District Administration Committee reported that "almost all the private schools were overcrowded," and that their rooms, "often mere sheds, were dirty and shabby." "We have seen," the report says "sanitary arrangements which were clearly inadequate, and in the case of one Dacca school they were absolutely indescribable." "Only in the case of newer hostels," wrote Dr. Segard in one of his annual reports, "was there anything like an

attempt at keeping the sanitary arrangements in good condition. In the older hostels the fact that anyone could live there at all is little short of a miracle ; that is, live there and continue their course of study at school and college." After describing the overcrowding of high and middle schools, Dr. Segard remarks that the conditions are such that " the physical vitality is simply sapped out of the students," and this in a country in which according to his diagnosis " the physique of the average school boy is far below that of boys elsewhere."

678. **The University.**—It is now some nine years since the Government of India issued the new regulations of the University of Calcutta, and these regulations, so far as the conditions which are supposed to regulate the recognition of schools are concerned, insist on school buildings being generally in a proper sanitary condition, on adequate and satisfactory latrines and urinals being provided, and on arrangements being available for a supply of pure drinking water. In spite of these regulations the recognized high schools of the University, especially the unaided high schools, continue to defy almost every principle of sanitation and hygiene.

679. **Government.**—While the Calcutta University has undoubtedly failed to secure a reasonable standard of sanitation and hygiene in those high schools whose fate is wholly in its hands, Government and the Education Department have little ground for self-congratulation in this matter.

What is needed, if any real advance is to be made, is a real attempt to rouse the popular conscience. If only the rising generation could be taught, while at school to appreciate the value of healthy habits of life, there might be some hope ; but at present even in the best schools precept is always being belied by practice, and there is an air of unreality about the whole matter. The trouble is that educational policy in India has been formulated in almost entire disregard of the necessary financial basis, and that while we in Bengal are busy devising new developments, we are faced with defects in our existing arrangements so deep-seated that real remedies are, even on financial grounds, far beyond the bounds of practical politics. I feel, however, that we should at least ensure that such public money as we are able to spend on educational buildings should be spent to the best possible advantage ; and that we should do our best by means of expert inspection to give to the public generally, and especially the authorities of non-Government educational institutions, the best possible advice in all matters relating to health. Above all it is the obvious duty of Government to be incessantly emphasizing that it is a crime to posterity to neglect the health of the rising generation. At present we are not only meekly acquiescing in an educational scheme which crowds young men and boys into unhealthy buildings, there to inflict upon them all the strain inseparable from a system of cramming for external examinations unrelieved by any of the healthy influences which characterize school conditions in Europe and America, but we are also working in some of our best schools—institutions of considerable reputation and tradition—in disregard of many of the principles which we proclaim as fundamental.

680. **The responsibility of teachers with regard to the general health of their pupils.**—The hygiene committee noted with regret that there had been little, if any, serious attempt to give to teachers a due sense of their responsiblity with regard to the health and physique of their pupils. The committee were strongly of opinion that the importance of the subject should be impressed upon teachers. The committee were unable to make any detailed suggestions on this point but they thought that something might be done, if the authorities of all training institutions set themselves seriously to consider how due and effective emphasis might be laid on this aspect of a teacher's work.

I agree with the committee in thinking that the responsibility of teachers with regard to the general health of their pupils is a matter the importance of which has not yet been sufficiently realised.

At this point I desire to emphasize again the importance of Government setting an example, and above all of acting up to the principles which they proclaim. It is difficult, nay impossible, except by degrees to substitute good healthy buildings for bad ones. I do not advocate extravagance. Let all the new buildings which Government may construct be as simple and unostentatious as possible but let them be such as to make it clear to all that the

health of those who are going to use them has been considered at every point. I need scarcely emphasize the importance to the teachers of being trained under conditions calculated to impress upon them the paramount importance of health. At present both the Dacca and the David Hare Training colleges are miserably housed, and practically no secondary school teacher in this Presidency has any chance of seeing a secondary school working in a good healthy building. Schemes for the re-establishment of both the secondary training colleges in new and suitable buildings have been worked out. The schemes are costly; this cannot be avoided; but my hope is that Government will take the view that the re-establishment of these institutions in healthy buildings is an indispensable preliminary to the inauguration of an era in which the people of Bengal will refuse any longer to allow the health of their children to be sacrificed to the supposed exigencies of an unsound educational system.

I am in complete agreement with the committee in their view that while teachers should be made to realize their responsibilities with regard to the general health of their pupils, the medical examination of school children should be entrusted to properly qualified medical men only. This brings me to the next section of the Hygiene Committee's report.

681. **The medical inspection of school children.**—The committee recorded the view that the regular medical inspection of school children is one of the most important school problems with which those who are interested in education in Bengal find themselves faced. The committee also observed that the proper medical inspection of school children involved the capacity to test eyesight and to diagnose morbid conditions, a capacity which can alone be possessed by those who have received an adequate medical training. By way of making a start the committee proposed that upon a new Deputy Sanitary Commissioner should be imposed the task of organizing the medical inspection in Calcutta and municipalities with over 10,000 inhabitants of all school children in recognized schools for Indian pupils, and of recording the results of such inspection in accordance with a form which should be prescribed by the Sanitary Commissioner. The committee further recommended that to enable the Deputy Sanitary Commissioner to carry out this work two qualified assistants, one a man and the other a woman, should be appointed. The Bengalee members of the committee stated that there would be no objection to the medical examination of girls, provided of course that it was carried out by a woman.

I endorse most heartily the recommendations of the committee in this respect. As I have said above, the first step in the direction of any real improvement is to rouse the popular conscience. Nothing will do this so effectively as a statement of facts brought to light by the medical examination of all the children of certain areas. I quite realize that Bengal has not yet attained to that stage of general development which characterized, say, England, when the compulsory medical examination of children in public elementary schools was introduced; but I do not think that the suggestion of the committee can be regarded as in any sense premature. The health conditions of Bengal are not normal. The prevalence of malaria throughout a considerable area of the Presidency is in itself a tremendous problem, and one the solution of which is being sought partly through the agency of the schools. Already Government have agreed, for example, to distribute quinine *gratis* to all the schools of a particular district. When an epidemic, such as small-pox, breaks out in a town, it is the student population, living as it does, which is the source of the greatest danger and difficulty. An expert agency is required to assist the Education Department not only in the prevention of disease among school-boys and college students, but also in establishing conditions which will make for health; and the latter object cannot possibly be attained except on the basis of a knowledge of the facts.

682. **The teaching of hygiene.**—The committee were generally of the opinion that the provision made for hygiene teaching in the vernacular standards was sufficient but that what was required was better teaching and better text books. They were careful to observe—and quite rightly—that no text-books however simple should be used in the lower primary stage but that from the upper primary stage upwards certain text-books

should be used for vernacular schools. As a result of this recommendation the existing text-books are now being examined by an expert committee.

683. **The teaching of hygiene in the high school classes.**—In this connexion it may be noted that under present arrangements there is no provision for teaching hygiene in the four upper classes of high English schools, and while recommending the use of a "book" for these classes, the committee felt strongly that there should be a course of sanitation and hygiene for them. The matter was considered with reference to sub-section (iii) of paragraph 7 of the Government of India's Resolution No. 301 C.D., dated the 21st February 1913. I entirely agree that the practical teaching of this subject should form an integral part of the secondary school course, and that in any system of a school final examination, which it may be thought desirable to introduce, provision should be made for a proper test in this subject. The provision of syllabuses and text-books will however not achieve any real advance, unless we can produce efficient teachers.

684. **Malaria lecturers.**—In terms of Government letter No. 1383T.—G., dated the 26th July 1913, arrangements have been made for the giving of instruction in hygiene and sanitation, with special reference to the prevention and cure of malaria in high schools and first grade training schools. This instruction takes the form of illustrated lectures delivered by assistant surgeons, the lectures being based on a synopsis prepared by the Sanitary Department. This department was also good enough to prepare the requisite slides and to give the lecturers some preliminary instruction in the work. It is an early day yet to appraise the value of these lectures and moreover there is no available means by which the success of the experiment can be truly gauged. I feel, however, that isolated attempts of this sort in which a lecturer is required to cover a large area can hardly be expected to produce any real effect, and that to be successful the scheme should not only be directed by competent authority, but be clearly correlated to a definite course of instruction in schools.

CHAPTER XIV.

Educational Conferences.

685. THE quinquennium under review was marked by a series of conferences and committees, both periodical and special, held in Calcutta and at *mufassal* centres to discuss questions of general educational importance or questions relating to specific educational subjects.

The recommendations of some of these conferences are still under consideration.

CHAPTER XV.

Text-Books and Text-Book Committees.

686. **The problem and its origin.**—The problem of the text-book has been acute in Bengal from the time when education in the vernacular and in English became generally popular. The reason is obvious. The earliest courses of vernacular education as outlined by Government were so arranged as to encourage examination upon set texts. Not only so, but the production of English books after the English manner in a country where the art of printing and illustrating was in its infancy, demanded the most careful supervision on the part of the educational authorities. English books produced by English firms were, in the earlier stages of education in India, but little adapted to the peculiar needs of Indian schools. In a curious passage of his autobiography, Colonel Meadows Taylor relates how he once discovered "the Pilgrim's Progress" in use as a text-book in a central Indian school. Naturally the general demand for suitable books became urgent and gave rise to much consideration on the part of the authorities. From the year 1873 the control of the use of text-books in schools came into the hands of text-book committees. This was the result of a general order issuing from the Government of India. From this date until the year 1900, when in their resolution No. 64 the Government of India dealt comprehensively with the question of text-book committees, the Government of Bengal have had to deal with the problem of the text-book as a recurring one of some considerable difficulty.

687. **The Government of India resolution of 1900.**—It may be instructive to glance briefly at the terms of resolution No. 64 of the Government of India. In this the relationship of text-book committees with Local Governments was finally defined; and the functions of these bodies were described as being solely of an advisory character. Their constitution was also determined. Twenty members with the Director of Public Instruction as President were considered sufficient to form a committee, on which the interests of Government had to be fully represented by the presence of responsible officers of the Education Department. It was further stated that the books for use in Government schools had to be absolutely prescribed; and that, while for these schools no very large number of books was required, a wider choice of text-books might be given to aided schools. Under these general rules, then the existing committees of the Presidency of Bengal have been working during the quinquennium under review. It is natural, however, that special problems should arise from year to year in this important branch of educational work; and the purpose of this chapter will be (*a*) to describe briefly the working of existing committees constituted according to the Government of India's resolution and (*b*) to examine any special problems that may have arisen during the last five years; and to suggest their solution.

688. **The committees of Eastern and Western Bengal.**—Two separate Text-Book Committees, one at Calcutta and the other at Dacca, were in existence in the Presidency throughout the quinquennium. The second is the old committee of Eastern Bengal and Assam, which now confines its work exclusively to the Dacca, Rajshahi and Chittagong divisions. The work of the first committee has increased owing to the fact that, since the territorial redistribution in 1912, the examination of books in Urdu, Persian and Arabic, which was previously carried on by the Bankipur committee, has now to be done at Calcutta. This committee now confines its work to the Burdwan and Presidency divisions. The total number of members of the Calcutta and Dacca committees are at present 21 and 17 respectively. This number includes the Director of Public Instruction who is president of both the committees. There are 14 official and 7 non-official members on the Calcutta committee; and 9 official and 8 non-official members on the Dacca committee. During the quinquennium under report 990 books were recommended for approval by the Calcutta committee, while the Dacca committee reported on 920 books.

While much disinterested and useful work has been done by these committees, it has been felt that steps should be taken to bring them on to uniform lines of activity, and to simplify, on a single system for both

parts of the Presidency, the various lists of text-books issued each year. With this end in view the Government of Bengal revised the rules for the working of these committees in July 1916. No drastic changes were then proposed : the principles announced by the Government of India were adhered to, and the simplification of general procedure was laid down on the following lines :—

(1) The preliminary examination of text-books hitherto carried on in the Director of Public Instruction's office was delegated to the offices of the inspectors of the Presidency and Dacca divisions, who are *ex-officio* secretaries of the committees.

(2) The lists of books for Eastern and Western Bengal were to be published on a single date (September of each year) and were to be on a uniform system. Two sets of lists were to be maintained for both parts of the Presidency, pending the unification of the curricula of Eastern and Western Bengal.

689. **Procedure.**—This then is the present position. The books presented from time to time by publishers are examined in the offices of the secretaries of each committee. Those reserved for a possible place on one or other of the departmental lists are issued to the members of the text-book committee. This heavy work of detailed examination is carried on, in the first instance, by individual members who read the books and return their recorded opinions. These opinions are then discussed in sub-committees of the general committee, appointed for the special consideration of text-books in the various subjects of the school course. The final opinions of the sub-committees are reported to all members of the general committee in a consolidated meeting, over which the Director of Public Instruction presides. The above procedure is rigidly followed in Western Bengal. In the Eastern divisions the procedure has been slightly different. Members forward their opinions on books to the secretary who passes these on to the Director for his information at the time of the annual selection of books. But here also, under the rules, committees, general or special, may be summoned by the secretary to discuss questions of importance. Hitherto in Calcutta there have been two formal meetings of the text-book committee each year, in July and in November.

The main point that arises in considering these facts is the amount of work that is thrown upon the hands of text-book committee members. About 1,000 books are examined in each committee each year ; and this must be assumed to involve the patient and laborious study of individual texts by each member to whom they are sent, and the further careful consideration of collected opinions upon these texts in committee. Of course it is possible to reject books at the preliminary examination. Much rejection is imperative ; but, as a general rule, the great majority of the works published for the scholastic market, find their way to the members of either of the text-book committees. In describing the working of these bodies, therefore, all that need be said is that there exists a certain machinery for the scrutiny of school text-books. that this machinery works with a certain diligence and smoothness, but that the amount of work given it to accomplish is obviously more than it can be expected to do, so long as its component parts are not exclusively devoted to this work. In other words the text-book committees of Bengal are composed of busy professional men who give of their spare time generously to the service of the Department.

690. **The need for paid readers.**—The first set of special problems that have arisen in the quinquennium under review are connected with this fact—the burdensome nature of the text-book committee's work. It must be remembered that this work is unpaid. No extra remuneration is given to any official member, although the work is of a specially troublesome and onerous character. The whole Indian publishing market is involved, not to speak of the English ; and authors are peculiarly insistent on their claims which, even if utterly unworthy of consideration, have still to be dealt with in a lengthy, detailed and patient manner. It is

obvious that the existing text-book committees represent an anachronism. Originally designed as advisory bodies to the Department of Education on the various complex questions arising out of the diversity of creed, language and race represented in the schools of the country, they have become a body of literary critics, passing judgment upon the multitudinous productions of a very great number of publishing houses—English, American and Indian. The necessity for the original function which these committees were designed to discharge, is still with us. It is necessary to refer certain works in the vernacular, and occasionally certain works in English, to the judgment of those who best represent the social, racial and religious interests involved. But only when these interests are likely to be affected, is it necessary to call for external opinion? It should not be necessary to pass on to committees for opinion every book that is put forward as a potential text-book. While the utility of Text-Book Committees as a body of advisers upon rare occasion must be recognized, it must at the same time be deplored that upon these bodies has fallen an altogether unforeseen burden of purely routine work. What is the remedy? The work of examining critically the vernacular books that are produced in such abundance, and on such an extraordinary uniformity of pattern, should be relegated to paid readers in the offices of the secretaries of each text-book committee. The critical work of these men could be checked by responsible officers of the Department; and when required further reference should be made to the members of the text-book committee. This type of appointment is urgently required in the interests of the schools of the Presidency and in the interests of the Education Department. Such an officer might well begin his work by a scrutiny of the multitudinous books that have succeeded in securing a place on one or other of the vernacular lists now published in Bengal. The mass of the material now accumulated has become so unwieldy that sifting and re-arrangement have become necessary. This work is all the more urgent in view of the fact that a new curriculum for schools is about to replace the existing courses of the two separate parts of the Presidency.

691. **The set text-book.**—The suggestion to appoint readers may well give rise to enquiry regarding the nature of the books used in schools, and put forward by publishers for consideration. In the infancy of our present educational system, when a syllabus of study was first drawn up, the complete absence of all kinds of text-books made it imperative to have books written specifically to suit the new syllabus. This theory of text-book creation has persisted for about half a century, and it is still vigorous to-day. Books continue to be written on the lines of the various courses laid down; and are, of necessity on this system, turned out on a set pattern with no other merit than that they profess to adhere to the given model. The result, useful enough for a beginning, has been intellectual stagnation to a degree that would be tolerated only by the type of unenlightened teacher whom absence of universal training has made possible. With a fixed syllabus and a book that does not deviate a hair's breadth from this syllabus *and upon which a written examination will be held for scholarships* even the dullest teacher cannot go very far astray. Fortunately this system in Western Bengal stopped short with the middle stage of instruction, but in Eastern Bengal it dominates the whole high school course. Indeed it may be said quite justly that a school boy's career in Bengal is a graded progress from one text-book to another; and when he enters a college, he comes once more under the influence of the same method, the University having adopted the set-text-system in a way foreign to the spirit of all generous academic culture. This general criticism is peculiarly pertinent with regard to all junior stages of instruction. In the upper classes of high schools there is a certain amount of latitude, but here again the recommendation by the University of standard books for the matriculation examination soon begins to tell against liberty.

692. **Types of books presented for consideration.**—Of the books now presented for consideration there are the following kinds :—

(1) Works forwarded by English publishers dealing with those subjects in which instruction is carried on in English. In mathematics, history, geography and literature generally these books are the

best in the market. Many of them are admirable, and attempt to meet the needs of the Indian pupil and teacher on original lines. In the earlier days of educational activity, as already stated, wholly unsuitable English books were read. Then came the adaptation to Indian needs of English texts ; and now, it is pleasant to report, we have books in English written specially for Indian pupils.

(2) Works on vernacular literature and grammar. These range from elementary alphabet books and texts for scholarship examinations to general reading books. Of the first the plan, as already stated, has been laid down, but greater latitude is possible in the second and here scrutiny is essential. It is imperative to sift the material presented to pupils in the vernacular ; and in this respect the responsibility of the Department is increasingly great. We must be certain that no unsuitable or deliberately noxious material slips into schools under a vernacular guise. At the same time it is necessary to see that junior texts are something more than merely saleable collections of paper. So long as we adhere to a stereotyped plan of book production, we shall continue to be overwhelmed with inferior material. A glance at the lists will show to what extent the junior books outnumber the senior ; this is simply because the latter make originality possible, while the first do not.

(3) Works in English, and partly in English and Bengali, produced by Indian publishers. These deal with a variety of themes. There are texts in history, geography, mathematics and even in English grammar and literature, that come up repeatedly for patronage. Generally, the quality of these works is inferior : and the frequent presence of textual error makes it often impossible to allow their use in schools. Generally speaking, however, Indian publishers have received ample encouragement through the Education Department, and even in certain English texts, are beginning to compete on equal terms with their European rivals. At one stage in the history of text-book committees in Bengal, it was argued that departmental patronage would encourage Bengali literature. Needless to say this prophecy has never been fulfilled ; but the need for school texts may be said quite justly to have created an industry of a special and lucrative kind which Indian publishers have been swift to make their own.

693. **Keys.**—Unfortunately the vigorous growth of the Indian publishing market has given rise to some abuses. Of these the most flagrant is the manufacture of keys. Much may be said for and against the use of these productions, but certain outstanding evils should be noted here :—

(1) The keys produced are nearly always execrably bad and not only deprive the student of intellectual initiative, but lead him definitely astray.

(2) Keys are used in the teaching of the Indian classical languages as Sanskrit or Persian where teachers are frequently incapable of translating through the medium of English. The result is "small Sanskrit and less English."

(3) The sale of keys has been marked by extortionate demand. For example, the key is not only ridiculously highly priced, but unless it is purchased, booksellers have been known to refuse to sell the original text.

In matters of this kind the educational authorities have some right to expect the co-operation of teachers and publishers : but there is little hope of checking the evil until a higher intellectual and moral tone has been attained as a result of a comprehensive educational propaganda. During the quinquennium under review 1,058 keys are known to have been published in the Presidency of Bengal.

694. **Control over text-books used in class.**—The next question that arises is the necessity of exercising control over the use of the large numbers of text-books now produced. Hitherto the system employed has been that laid down by the Government of India's Resolution No. 64 of 1900. Briefly for Government schools text-books are exclusively prescribed, and for aided schools a larger choice is given to teachers. This gave rise to the "prescribed" and "approved" lists of Bengal. Pupils competing for scholarship examinations have been examined on the prescribed texts set for Government schools and on no other. It is necessary to comment upon this system, and to describe it in operation during the last five years. It is impossible to deny the necessity of providing Government schools only with the best books. But, having selected these texts, it is difficult to refute the argument that they should be as exclusively prescribed for aided as for Government schools. If they are really the best books, why should we admit the possibility of inferior material being used in any kind of school? In actual operation, and while aided schools have had a wider liberty of choice, they have frequently confined their selection to the books set for Government schools. This principle of exclusive prescription combined with the system of examining for scholarships upon set texts, has given rise to a somewhat remarkable state of affairs. This can be described only as the creation of certain monopolies for publishers and authors. Let us consider briefly and approximately the size of the Bengal scholastic market: at the close of the lower primary stage there are about 200,000 pupils at school: at the close of the middle stage about 50,000: at the close of the high school stage about 20,000; and the numbers reading in the four high school classes range from this figure to more than 30,000. These figures represent an enormous market; and far surpass the reading public of the popular novelist. To capture such a market is no mean achievement; but to be given a monopoly therein is to have secured a fortune. The Education Department in Bengal has been the dispenser of monopolies for nearly half a century; and the time has now come to consider if this system is the best in the interests of the schools, of the authors and of the publishers. It is absurd to select, say, a single text in geometry, and to give this book sole prescriptive rights when there are at least 20 books as good. It is also open to serious question if the system of examining for scholarships upon set texts is not an outworn method. It has to be remembered that the system of exclusive prescription dates from a time when there were very few books available. It cannot be considered adequate at a time when the publication of school texts is so abundant as in the present.

695. **The direction of change.**—The following suggestions outline a possible course of change:—

(1) Exclusive monopoly of sale for any book should be discouraged, whenever possible. When there are 5 or 20 books of almost equal value, each should be given its chance; and this system should be made as applicable to Government as to aided schools. The Government of India in laying down the principle of prescription of books for Government schools did not necessarily imply the prescription of only one book. This suggested widening of the range of selection may easily be applied to what are now known as the "prescribed lists."

(2) In order to guide teachers in preparing pupils for scholarship examinations, certain books may be noted as setting the standard required in these examinations. But these need not be used exclusively by teachers who know their business and prefer an alternate text.

(3) The old "approved lists" should be as modern and comprehensive as possible: and they should contain nothing, but the best material.

696. **The University text-books for matriculation.**—In this way two very desirable objects will be attained. Authors and publishers will be brought on to one common level of opportunity; and will be stimulated to devote their

energies *not* to interviewing educational authorities, but to the creation of really good books that will meet with the approval of those, namely, the teachers, who are concerned with their use. It has been no uncommon occurrence to find teachers trying to use books badly produced and inappropriate to the classes in which they are found. This latter evil has been most noticeable in the case of the books issuing from the University Press, as setting the standard of the matriculation examination. Not without reason teachers have attempted to introduce these books in the high schools at too early a stage : and unfortunately the texts hitherto issued have been seriously defective, presenting misspellings, wrong facts and faulty sentences to young learners of English. It is satisfactory to note that the University are taking steps to remove these errors ; but it is open to serious question if an academic body should determine the lines of high school study by the creation of special text-books for a single matriculation examination.

697. **Greater freedom for teachers is essential.**—In conclusion the whole problem of text-books and text-book committees is part of the larger question of the training of teachers. The rigidly prescribed text-book and the examination which does not postulate any information outside of that text-book, are the result of an almost universal absence of trained teachers with independent minds and original methods. The first thing that strikes the examiner of well-staffed mission schools is the fact that the classes are usually using text-books other than those prescribed by the Education Department. Freedom of this kind should be welcomed and should be encouraged, whenever conditions make it unlikely that freedom will be abused. It cannot be denied, however, that for many years to come the problem of the text-book will continue to be with us. It will be necessary for the Education Department to exercise the closest scrutiny upon all books approved for use in the schools of Bengal. But there is no need to make this scrutiny more rigid in its final operations than is absolutely necessary. The initiative of the teacher should be encouraged, and he should be given liberty of choice in selecting from the lists of the best books available in the Indian market. For the checking of the most flagrant forms of abuse connected with scholastic publications, as for example, the production and almost compulsory sale of keys, we must look to the growth of healthy public opinion and to the improved intellectual level of our teachers.

698. **The orders of the Government of India regarding text-books in primary schools.**—The Government of India decided, in the course of the quinquennium, that so far as primary schools are concerned, the local education authorities should be allowed full latitude in the selection of text-books from a list approved by the Education Department. These authorities are to be allowed to go outside the approved list with the consent of the Collector (*Cf.* paragraph 281 above).

W. W. HORNELL,

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EDUCATION—GENERAL TABLES.

BENGAL.

1916-17.

EDUCATION—GENERAL TABLE I.

Abstract Statement of Colleges, Schools, and Scholars in the Presidency of Bengal at the end of the official year 1916-1917.

((FOR DETAILS SEE GENERAL TABLE III.)

AREA AND POPULATION.			Particulars.	PUBLIC INSTITUTIONS.								PRIVATE INSTITUTIONS.			GRAND TOTAL.	AVERAGE NUMBER OF TOWNS AND VILLAGES SERVED BY—		PERCENTAGE TO POPULATION OF SCHOLARS IN—	
				UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.										
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Total.	Training schools.	All other special schools.	Total.	Advanced.	Elementary.	Total.		Public Institutions.	Public and Private Institutions.	Public Institutions.	Public and Private Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
78,699	Towns 119	Males— 23,365,225	Institutions— For males ...	30	16	2,666	32,595	35,261	124	1,107	36,538	157	1,794	1,951	38,489	3·2	3·1	...	...
	Villages 119,732	Females— 22,117,852	For females	3	2	90	9,371	9,461	10	90	9,566	...	318	318	9,884	12·5	12·1	...	...
	Total 119,851	**Total 45,483,077**	**Total ...**	**33**	**18**	**2,756**	**41,966**	**44,722**	**134**	**1,197**	**46,104**	**157**	**2,112**	**2,269**	**48,373**	**2·5**	**2·4**	...	...
			Scholars—																
			Males ...	18,333	4,382	404,073	1,099,651	1,503,724	2,444	36,829	1,565,712	5,636	46,189	51,825	1,617,537	...	...	6·70	6·92
			Females ...	145	30	11,382	275,240	286,622	141	2,862	289,800	...	11,095	11,095	300,895	...	...	1·31	1·36
			Total ...	**18,478**	**4,412**	**415,455**	**1,374,891**	**1,790,346**	**2,585**	**39,691**	**1,855,512**	**5,636**	**57,284**	**62,920**	**1,918,432**	...	...	**4·07**	**4·21**

EDUCATION—GENERAL

Abstract Statement of Expenditure on Public Instruction

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		TOTAL.
	Arts Colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—INSTITUTIONS—							
For males ...	18,33,426	9,97,274	78,00,851	38,19,891	3,23,202	10,49,462	1,58,24,106
„ females ...	51,570	8,462	8,38,921	6,32,534	56,829	62,727	16,51,043
Total ...	**18,84,996**	**10,05,736**	**86,39,772**	**44,52,425**	**3,80,031**	**11,12,189**	**1,74,75,149**
2.—(*a*) Percentages of Provincial expenditure included in columns 2—16 to total Provincial expenditure on Public Instruction.	9·74	10·19	19·58	5·62	5·15	7·60	57·88
(*b*) Percentages of Local fund expenditure included in columns 2—16 to total Local fund expenditure on Public Instruction.	...	...	9·97	71·16	...	3·20	84·33
(*c*) Percentages of Municipal expenditure included in columns 2—16 to total Municipal expenditure on Public Instruction.	·09	...	21·78	59·93	·15	6·71	88·66
(*d*) Percentages of total expenditure in columns 2—16 to total expenditure on Public Instruction.	7·75	4·14	35·54	18·31	1·56	4·58	71·88
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3.—AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—							
Government institutions—							
Cost to Provincial revenues.	140 15 2	166 6 11	22 9 6	12 4 5	134 4 4	107 5 6	61 14 0
Cost to Local and Municipal funds.	...	...	...	0 1 2	...	1 1 5	0 1 3
Total cost ...	**231 1 2**	**239 1 10**	**48 2 8**	**12 15 5**	**138 3 10**	**129 0 7**	**91 15 0**

TABLE II.

in the Presidency of Bengal for the official year 1916-17.

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							Total expenditure on Public Instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
} 13,63,600	1,51,448	9,06,540	3,87,506	20,64,341	19,63,202	68,36,637	2,43,11,786
13,63,600	**1,51,448**	**9,06,540**	**3,87,506**	**20,64,341**	**19,63,202**	**68,36,637**	**2,43,11,786**
2·56	2·27	12·83	4·05	11·26	9·15	42·12	100
...	...	2·20	2·39	9·23	1·85	15·67	100
...	...	·57	1·00	7·03	2·74	11·34	100
5·61	·62	3·73	1·59	8·49	8·08	28·12	100

EDUCATION—GENERAL

Abstract return of Expenditure on Public instruction in the

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		Total.
	Arts Colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3.—AVERAGE COST OF EDUCATING EACH PUPIL IN—							
Local Fund and Municipal Board schools—							
Cost to Provincial revenues.	50 4 11	...	1 0 6	0 0 2	...	3 9 0	0 2 5
Cost to Local and Municipal funds.	1 3 6	...	4 11 11	2 12 7	...	89 8 3	3 2 7
Total cost ...	**113 11 6**	**53 8 0**	**15 13 11**	**4 8 7**	...	**135 11 11**	**5 13 1**
Aided Institutions—							
Cost to Provincial revenues.	21 1 9	1,465 11 5	4 15 6	0 4 3	169 5 5	6 5 9	1 3 7
Cost to Local and Municipal funds.	...	...	1 2 11	1 4 11	1 13 3	1 15 5	1 4 7
Total cost ...	**90 7 8**	**1,477 4 7**	**23 6 9**	**3 7 3**	**326 5 0**	**20 6 1**	**7 3 5**
Unaided Institutions—							
Total cost ...	**55 9 1**	**74 12 6**	**18 11 0**	**1 8 11**	...	**15 4 1**	**12 12 7**
All Institutions—							
Cost to Provincial revenues.	35 3 2	151 2 10	3 5 5	0 4 7	136 11 5	13 8 3	2 3 2
Cost to Local and Municipal funds.	0 0 2	...	0 10 11	1 4 11	0 2 0	2 4 4	1 2 9
Total cost ...	**102 2 9**	**223 14 4**	**22 1 10**	**3 6 7**	**151 5 7**	**29 10 7**	**9 15 1**

TABLE II—*concluded.*

Presidency of Bengal for the official year 1916-17—*concluded.*

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							Total expenditure on Public Instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16

EDUCATION—

Return of Colleges, Schools and Scholars in

Class of Institution.	PUBLIC			
	Under Public			
	Managed by Government.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5
UNIVERSITY EDUCATION.				
Arts Colleges—				
English ... For Males ...	7	3,584	3,572	3,203
„ Females ...	1	78	79	62
Colleges for Professional Training—				
Law ... For Males ...	6	2,467	2,482	2,304
„ Females ...	...	...	...	...
Medicine ... For Males ...	1	906	974	969
„ Females ...	...	...	...	...
Engineering ... For Males ...	1	284	264	230
„ Females ...	...	...	...	...
Teaching ... For Males ...	2	86	86	80
„ Females ...	...	...	...	...
Veterinary ... For Males ...	1	148	151	150
„ Females ...	...	...	...	...
Total for Colleges ...	**19**	**7,553**	**7,608**	**6,998**
SCHOOL EDUCATION—GENERAL.				
Secondary Schools—				
High Schools for Males	42	14,863	14,330	12,371
Middle Schools for Males. English ...	5	664	614	494
Middle Schools for Males. Vernacular ...	2	103	89	68
High Schools for Females ...	5	929	897	734
Middle Schools for Females. English ...	2	252	239	186
Middle Schools for Females. Vernacular ...	1	130	119	96
Total for Secondary Schools ...	**57**	**16,941**	**16,288**	**13,949**
Primary Schools ... For Males ...	127	4,946	4,857	3,725
„ Females.	68	2,886	2,790	2,060
Total for Primary Schools ...	**195**	**7,832**	**7,647**	**5,785**
SCHOOL EDUCATION—SPECIAL.				
Training Schools For Males ...	120	2,350	2,282	2,049
„ Females	3	56	54	52
Schools of Art ... For Males ...	1	282	278	270
„ Females	...	...	...	...
Law Schools ... For Males ...	...	...	...	...
„ Females	...	...	...	...
Medical Schools ... For Males ...	2	664	661	585
„ Females	...	...	...	...
Engineering and Surveying Schools. For Males ...	3	160	175	146
„ Females	...	...	...	...
Technical and Industrial Schools. For Males ...	9	352	370	318
„ Females	2	12	15	15
Commercial Schools For Males ...	1	135	155	112
„ Females	...	...	...	...
Other Schools ... For Males ...	7	1,630	1,588	1,221
„ Females	...	...	...	...
Total for Special Schools ...	**148**	**5,641**	**5,578**	**4,768**
Total of Colleges and Schools of Public Instruction.	**419**	**37,967**	**37,121**	**31,500**

GENERAL TABLE III.

the Presidency of Bengal for the official year 1916-17.

INSTITUTIONS.

MANAGEMENT.				UNDER PRIVATE MANAGEMENT.			
Managed by local funds and Municipal Boards.				Aided by Government, by local funds or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
6	7	8	9	10	11	12	13
1	160	156	134	12	5,923	5,971	5,368
...	...	...	...	1	50	44	43
1	4	4	3	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...		1	7	7	7
...	...	...	...	1	7	7	6
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
2	**164**	**160**	**137**	**15**	**5,987**	**6,029**	**5,424**
4	1,988	1,884	1,614	265	78,517	73,862	61,434
43	4,674	4,419	3,572	893	92,382	87,510	71,611
44	2,925	2,724	2,168	274	16,528	15,670	12,770
...	...	...	...	20	3,194	3,033	2,652
1	63	65	54	30	4,325	4,154	3,494
1	108	85	55	27	2,546	2,372	1,963
93	**9,758**	**9,177**	**7,463**	**1,509**	**197,492**	**186,601**	**153,924**
2,809	128,670	122,374	95,314	25,700	910,343	868,447	722,951
23	801	823	615	7,791	182,024	172,940	138,374
2,832	**129,471**	**123,197**	**95,929**	**33,491**	**1,092,367**	**1,041,387**	**861,325**
...	...	...	...	4	94	83	78
...	...	...	...	7	85	92	86
...	...	...	...	1	53	53	37
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	4	183	158	115
...	...	...	...	...	...	...	...
7	415	370	301	14	556	523	465
...	..	...	...	17	434	397	345
...	...	...	...	4	40	37	35
...	...	...	...	4	145	122	120
...	...	...	...	666	22,907	21,878	17,828
...	...	...	...	52	1,689	1,580	1,326
7	**415**	**370**	**301**	**773**	**26,186**	**24,923**	**20,435**
2,934	**139,808**	**132,904**	**103,830**	**35,788**	**1,322,032**	**1,258,940**	**1,041,108**

EDUCATION—

Return of Colleges, Schools and Scholars in

Class of Institution.	PUBLIC INSTITUTIONS. Under Private Management—*concld.* Unaided.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	14	15	16	17
UNIVERSITY EDUCATION.				
Arts Colleges—				
English ... For Males ...	10	8,667	8,617	7,670
„ Females ...	1	16	10	10
Colleges for Professional Training—				
Law ... For Males ...	2	441	454	396
„ Females ...	...	...	...	...
Medicines ... For Males ...	1	58	59	50
„ Females ...	...	...	...	...
Engineering ... For Males ...	...	...	...	...
„ Females ...	...	...	...	...
Teaching ... For Males ...	...	...	...	...
„ Females ...	1	4	4	4
Veterinary ... For Males ...	...	...	...	...
„ Females ...	...	...	...	...
Total for Colleges ...	**15**	**9,183**	**9,144**	**8,130**
SCHOOL EDUCATION—GENERAL.				
Secondary Schools—				
High Schools for Males	396	124,986	117,121	101,832
Middle Schools for Males English ...	669	64,346	59,601	49,005
Middle Schools for Males Vernacular	29	1,697	1,718	1,394
High Schools for Females	1	47	35	26
Middle Schools for Females. English ...	1	49	46	40
Middle Schools for Females. Vernacular	1	139	97	94
Total for Secondary Schools ...	**1,097**	**191,264**	**178,618**	**152,391**
Primary Schools ... For Males ...	3,959	116,218	105,196	86,137
„ Females	1,489	29,003	26,665	22,050
Total for Primary Schools ...	**5,448**	**145,221**	**131,861**	**108,187**
SCHOOL EDUCATION—SPECIAL.				
Training Schools For Males ...	...	...	...	...
„ Females	...	...	...	...
Schools of Art ... „ Males ...	3	332	326	298
Schools of Art ... „ Females	...	...	...	...
Law Schools ... „ Males ...	...	...	...	...
Law Schools ... „ Females	...	...	...	...
Medical Schools ... „ Males ...	7	455	447	342
Medical Schools ... „ Females	..	...	...	...
Engineering and Surveying Schools. „ Males ...	...	...	...	...
Engineering and Surveying Schools. „ Females	...	...	...	...
Technical and Industrial Schools. „ Males. ...	3	166	176	125
Technical and Industrial Schools. „ Females	7	100	74	57
Commercial Schools „ Males ...	7	418	362	204
Commercial Schools „ Females	...	...	...	...
Other Schools ... „ Males ...	368	8,429	7,619	6,194
Other Schools ... „ Females	8	134	118	102
Total for Special Schools ...	**403**	**10,034**	**9,122**	**7,322**
Total of Colleges and Schools of Public Instruction.	**6,963**	**355,705**	**328,745**	**276,030**

GENERAL TABLE III.

the Presidency of Bengal for the official year 1916-17.

Grand Total of institutions.	Grand Total of scholars on 31st March.	Number of Scholars on 31st March learning—			Number of girls in boys' schools	Number of boys in girls' schools.
		English.	A classical language	A vernacular language.		
18	19	20	21	22	23	24
30	18,334	18,334	12,338	16,947	1	...
3	144	144	69	144	...	...
9	2,912	2,912	...	...	...	...
...	...	...	...	...	...	...
2	964	964	...	...	19	...
...	...	...	..	...	...	...
1	284	284	...	...	...	...
...	...	...	...	...	...	...
3	93	93	...	...	...	...
2	11	11	...	...	...	...
1	148	148	...	...	...	...
...	...	...	...	...	...	...
51	**22,890**	**22,890**	**12,407**	**17,091**	**20**	...
707	220,354	215,990	118,668	219,521	5	...
1,610	162,066	105,545	5,196	160,966	534	...
349	21,253	352	45	21,253	131	...
26	4,170	3,953	1,689	2,059	...	510
34	4,689	3,202	343	2,617	...	511
30	2,923	179	38	2,923	...	49
2,756	**415,455**	**327,221**	**125,979**	**409,339**	**670**	**1,070**
32,595	1,160,177	481	132,010	1,159,786	64,563	...
9,371	214,714	658	34,794	214,087	...	4,037
41,966	**1,374,891**	**1,139**	**166,804**	**1,373,873**	**64,563**	**4,037**
124	2,444	247	159	2,444	...	...
10	141	29	3	123	...	...
5	667	282	...	385	40	...
...	...	...	...	...	...	...
..	...	...	...	...	...	...
...	...	...	...	...	...	...
9	1,119	823	...	575	14	..
...	...	...	...	...	...	...
7	343	324	...	19	...	...
...	...	...	...	...	...	...
33	1,489	529	55	1,386	29	...
26	546	56	...	520	...	35
12	593	593	...	345	11	...
4	145	145	...	...	...	...
1,041	32,966	9,950	27,293	25,557	334	...
60	1,823	174	1,476	1,736	...	45
1,331	**42,276**	**13,152**	**28,986**	**33,090**	**428**	**80**
46,104	**1,855,512**	**364,402**	**334,176**	**1,833,393**	**65,681**	**5,187**

EDUCATION—GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the Presidency of Bengal for the official year 1916-17.

Class of Institution.		Grand Total of Institutions.	Grand Total of Scholars on 31st March.	Number of Scholars on 31st March learning—			Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
				English.	A classical language.	A vernacular language.		
1		18	19	20	21	22	23	24
PRIVATE INSTITUTIONS.								
1. *Advanced, teaching—*								
(*a*) Arabic or Persian ...	For Males	107	5,248	393	5,133	860	...	...
	„ Females	...	...	...	...	...	...	...
(*b*) Sanskrit ...	For Males	50	388	...	388	6	...	...
	„ Females	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic.	For Males	...	...	...	...	...	...	...
	„ Females	...	...	...	...	...	...	...
2. *Elementary, teaching—*								
(*a*) A vernacular only or mainly.	For Males	103	2,646	...	...	2,646	64	...
	„ Females	25	478	...	...	478	...	...
(*b*) The Koran only ...	For Males	1,245	29,663	...	29,663	...	4,547	...
	„ Females	219	3,188	...	3,188	58	...	342
3. *Other Schools not conforming to Departmental Standards.*	For Males	446	18,734	5,672	1,334	18,734	615	...
	„ Females	74	2,575	96	571	2,575	...	30
Total of Private Institutions ...		**2,269**	**62,920**	**6,161**	**40,277**	**25,357**	**5,226**	**372**
Grand Total of all Institutions	**For Males ..**	**38,489**	**1,682,885**	**361,916**	**332,282**	**1,631,430**	**70,907**	...
	„ Females	**9,884**	**235,547**	**8,647**	**42,171**	**227,320**	...	**5,559**
	Total ...	**48,373**	**1,918,432**	**370,563**	**374,453**	**1,858,750**	**70,907**	**5,559**

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1917 in the Presidency of Bengal classified according to sex, race, or creed.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
UNIVERSITY EDUCATION.										
Arts Colleges—										
English ...	Male ...	8	176	5,655	10,512	1,637	47	9	289	18,333
	Female	17	38	10	78	2	...	...	...	145
Colleges for Professional Training—										
Law ...	Male ...	6	7	1,080	1,611	207	1	...	...	2,912
	Female	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	31	6	258	607	33	7	3	...	945
	Female	17	1	...	1	...	...	...	...	19
Engineering	Male ...	39	1	71	159	14	...	...	...	284
	Female	...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	1	6	41	27	17	...	...	1	93
	Female	4	4	...	3	...	...	...	...	11
Veterinary	Male ...	1	8	24	77	32	6	...	...	148
	Female	...	...	...	...	...	...	...	...	...
Total for Colleges ...		**124**	**247**	**7,139**	**13,075**	**1,942**	**61**	**12**	**290**	**22,890**
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
For males.										
High Schools	Male ...	2,091	883	49,607	121,546	45,178	830	61	153	220,349
	Female	4	...	...	1	...	...	...	...	5
Middle Schools—										
English ...	Male ...	1,279	780	21,866	82,597	53,919	815	...	276	161,532
	Female	339	16	25	133	20	1	...	...	534
Vernacular	Male ...	...	339	2,045	10,288	8,189	101	...	160	21,122
	Female	...	38	20	64	9	...	...	...	131
For females.										
High Schools	Male ...	300	24	47	69	5	3	5	57	510
	Female	1,578	557	300	1,057	36	11	10	111	3,660
Middle Schools—										
English ...	Male ...	417	28	20	33	3	...	9	1	511
	Female	1,593	737	310	1,330	119	3	47	9	4,178
Vernacular	Male ...	...	23	4	20	2	...	...	...	49
	Female	...	578	628	1,610	58	...	...	...	2,874
Total for Secondary Schools		**7,601**	**4,003**	**74,902**	**218,748**	**107,538**	**1,764**	**132**	**767**	**415,455**

EDUCATION—GENERAL TABLE IIIA—*continued.*

Number of Scholars on the 31st March 1917 in the Presidency of Bengal classified according to sex, race, or creed—*continued.*

		Europeans and Anglo-Indians.	Indian Christians	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL—*concld.*										
Primary Schools.										
For Males	Male ...	343	3,134	47,848	478,868	549,005	4,294	1	12,121	1,095,614
	Female ...	79	665	6,402	31,361	25,402	184	...	470	64,563
For Females	Male ...	258	242	279	1,269	1,927	28	...	34	4,037
	Female ...	450	2,779	20,170	82,184	103,939	925	...	230	210,677
Total for Primary Schools ...		**1,130**	**6,320**	**74,699**	**593,682**	**680,273**	**5,431**	**1**	**12,855**	**1,374,891**
SCHOOL EDUCATION, SPECIAL.										
Training Schools	Male ...	...	98	296	957	1,072	10	...	11	2,444
	Female ...	18	92	8	21	1	1	...	...	141
Schools of Art	Male ...	2	3	239	361	21	1	...	...	627
	Female ...	...	1	12	27	...	...	...	...	40
Medical Schools.	Male ...	1	4	241	743	115	1	...	...	1,105
	Female ...	2	10	...	2	...	...	...	...	14
Engineering and Surveying Schools.	Male ...	129	3	33	151	22	...	...	5	343
	Female ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male ...	26	246	110	634	437	2	...	40	1,495
	Female ...	25	230	27	141	42	35	...	40	540
Commercial Schools	Male ...	57	2	158	304	57	1	...	3	582
	Female ...	147	5	...	...	...	...	...	4	156
Other Schools	Male ...	...	161	5,776	2,901	23,803	34	...	2	32,677
	Female ...	...	36	126	184	1,753	13	...	...	2,112
Total for Special Schools ...		**407**	**891**	**7,026**	**6,426**	**27,323**	**98**	**...**	**105**	**42,276**
Total of Colleges and Schools of Public Instruction.		**9,262**	**11,961**	**163,766**	**831,931**	**817,076**	**7,354**	**145**	**14,017**	**1,855,512**
PRIVATE INSTITUTIONS.										
1. *Advanced, teaching*—										
(*a*) Arabic or Persian	Male ...	...	...	...	14	5,234	...	...	...	5,248
	Female ...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit	Male ...	...	...	352	36	...	...	...	...	388
	Female ...	...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE IIIA—*concluded.*

Number of Scholars on the 31st March 1917 in the Presidency of Bengal, classified according to sex, race, or creed—*concluded.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
PRIVATE INSTITUTIONS.—*concld.*									
2. *Elementary, teaching*—									
(*a*) A Vernacular only or mainly—									
For males ... Male ...	...	...	62	598	1,800	122	...	...	2,582
Female ...	...	...	...	4	50	10	...	...	64
For females Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	24	56	398	...	...	..	478
(*b*) The Koran only—									
For males ... Male ...	...	...	...	...	25,116	...	...	...	25,116
Female ...	...	...	...	...	4,547	...	...	...	4,547
For females Male ...	...	...	...	...	342	...	...	...	342
Female ...	...	...	...	...	2,846	...	...	...	2,846
3. *Other Schools not conforming to Departmental Standards.*									
For males ... Male ...	...	120	2,154	9,128	5,571	1,023	1	122	18,119
Female ...	...	2	74	249	279	6	1	4	615
For females Male ...	...	...	2	5	21	...	...	2	30
Female ...	...	57	429	1,058	979	15	...	7	2,545
Total of Private Institutions	...	**179**	**3,097**	**11,148**	**47,183**	**1,176**	**2**	**135**	**62,920**
Grand Total of all institutions	**9,262**	**12,140**	**166,863**	**843,079**	**864,259**	**8,530**	**147**	**14,152**	**1,918,432**

EDUCATION—

Return showing the number of European Colleges, Schools and

CLASS OF INSTITUTION.	PUBLIC INSTITUTIONS.											
	Managed by Government.				UNDER PRIVATE MANAGEMENT.							
					Aided by Government, by Local Funds or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
SCHOOL EDUCATION— (GENERAL).												
Secondary Schools—												
High Schools for males ...	1	174	177	168	6	1,412	1,361	1,247	2	698	643	585
Middle Schools—English for males.	...	...	...	...	8	1,707	1,766	1,557	...	...	...	...
High Schools for females ...	1	107	105	103	11	2,004	1,977	1,791	...	...	...	...
Middle Schools—English for females.	...	...	...	...	13	2,055	2,002	1,855	1	49	46	40
Total Secondary Schools ..	**2**	**281**	**282**	**271**	**38**	**7,178**	**7,106**	**6,450**	**3**	**747**	**689**	**625**
Primary Schools—												
For males	...	...	...	...	7	391	377	340	...	..	...	...
„ females	...	...	...	...	9	635	580	493	...	...	...	...
Total Primary Schools ...	**...**	**...**	**...**	**...**	**16**	**1,026**	**957**	**833**	**...**	**...**	**...**	**...**
SCHOOL EDUCATION— (SPECIAL).												
Training Schools — For Males ...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools — For Females	1	18	14	14	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. — For Males ...	1*	2	6	5	3†	164	139	98	...	...	...	...
Engineering and Surveying Schools. — For Females	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. — For Males...	...	...	...	...	1*	7	7	7	...	...	...	...
Technical and Industrial Schools. — For Females	1*	1	5	5	5*	25	23	21	...	...	...	...
Commercial Schools. — For Males . .	...	...	...	...	4‡	40	37	35	...	...	...	...
Commercial Schools. — For Females	...	...	...	...	4‡	145	122	120	...	...	...	...
Total Special Schools ...	**3**	**21**	**25**	**24**	**17**	**381**	**328**	**281**	**...**	**...**	**...**	**...**
Total of Schools of Public Instruction.	**5**	**302**	**307**	**295**	**71**	**8,585**	**8,391**	**7,564**	**3**	**747**	**689**	**625**
Grand Total of all institutions	**5**	**302**	**307**	**295**	**71**	**8,585**	**8,391**	**7,564**	**3**	**747**	**689**	**625**

* These are not separate institutions but are special classes attached to schools.
† One of these is the special class attached to the Goethal's Memorial School, Kurseong.
‡ All except one (Y. W. C. A.) are special classes attached to Higher Elementary Schools.

GENERAL TABLE IIIB.

Scholars in the Presidency of Bengal for the official year 1916-17.

Grand total of Institutions.	Grand total of Scholars on the rolls on 31st March.	Number of Scholars on 31st March learning—			Number of girls in boys' schools.	Number of boys in girls' schools.	CLASSIFICATION OF SCHOLARS ON 31ST MARCH ACCORDING TO RACE OR CREED.							
		English.	A Classical Language.	A Vernacular Language.			Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
									Brahmans.	Non-Brahmans.				
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
9	2,284	2,284	1,442	1,525	4	...	2,088	17	15	34	37	5	56	32
8	1,707	1,707	52	607	346	...	1,618	27	11	12	20	16	...	3
12	2,111	2,111	1,286	...	...	384	1,875	7	42	6	3	6	11	161
14	2,104	2,104	196	32	...	435	2,010	8	15	...	2	3	56	10
43	**8,206**	**8,206**	**2,976**	**2,164**	**350**	**819**	**7,591**	**59**	**83**	**52**	**62**	**30**	**123**	**206**
7	391	391	...	...	79	...	391	...	...	...	...	...	...	...
9	635	635	...	8	...	249	621	14	...	...	...	...	...	...
16	**1,026**	**1,026**	**...**	**8**	**79**	**249**	**1,012**	**14**	**...**	**...**	**...**	**...**	**...**	**...**
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	18	18	...	...	...	...	18	...	...	...	...	..	...	...
4	166	166	...	...	...	...	129	...	...	31	2	...	...	4
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	7	7	..	...	...	...	7	..	...	...	...	...	...	...
6	26	26	...	...	...	1	26	...	...	..	...	...	...	...
4	40	40	...	...	3	...	40	...	...	...	...	...	...	...
4	145	145	...	...	...	...	136	5	...	...	...	...	...	4
20	**402**	**402**	**...**	**...**	**3**	**1**	**356**	**5**	**...**	**31**	**2**	**...**	**...**	**8**
79	**9,634**	**9,634**	**2,976**	**2,172**	**432**	**1,069**	**8,959**	**78**	**83**	**83**	**64**	**30**	**123**	**214**
79	**9,634**	**9,634**	**2,976**	**2,172**	**432**	**1,069**	**8,959**	**78***	**83**	**83**	**64**	**30**	**123**	**214**

* It is certain that this total is not correct but these numbers are all that have been reported. There are many more however who call themselves, and have been returned as, Anglo-Indians.

EDUCATION—

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
DIRECT EXPENDITURE.							
Arts Colleges—							
English ... For males ...	4,81,050	...	...	3,09,961	13,021	3,158	8,07,190
For females ...	33,545	...	...	2,910	...	...	36,455
Colleges for professional training—							
Law ... For males ...	30,000	...	...	1,66,233	...	...	1,96,233
For females ...	...	...	...	...	...	...	...
Medicine ... For males ...	2,09,047	...	...	94,468	...	...	3,03,515
For females ...	...	...	...	...	...	...	...
Engineering ... For males ...	2,09,750	...	...	19,233	...	4,812	2,33,795
For females ...	...	...	...	...	...	...	...
Teaching ... For males ...	79,423	...	...	...	...	2,700	82,123
For females ...	...	...	...	...	...	...	...
Veterinary ... For males ...	1,30,358	...	...	154	...	...	1,30,512
For females ...	...	...	...	...	...	...	...
Total for Colleges ...	**11,73,173**	...	...	**5,92,959**	**13,021**	**10,670**	**17,89,823**
SCHOOL EDUCATION—GENERAL.							
Secondary Schools—							
High Schools for males ...	2,49,899	...	...	3,78,239	1,386	374	6,29,898
Middle Schools for males. English ...	12,965	...	...	4,252	...	4	17,221
Vernacular ...	2,746	...	...	171	...	6	2,923
High Schools for females ...	91,681	...	...	30,819	...	375	1,22,875
Middle Schools for females. English ...	7,651	...	...	636	...	161	8,448
Vernacular ...	3,064	...	...	111	145	...	3,320
Total for Secondary Schools ...	**3,68,006**	...	...	**4,14,228**	**1,531**	**920**	**7,84,685**
Primary Schools For males ...	71,214	44	40	3,178	...	66	74,542
„ females ...	22,660	356	123	350	134	971	24,594
Total for Primary Schools ...	**93,874**	**400**	**163**	**3,528**	**134**	**1,037**	**99,136**

GENERAL TABLE IV.

in the Presidency of Bengal for the official year 1916-17.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.		
Managed by Local Boards and Municipal Boards.							Aided by Government or by Local or Municipal Boards.		
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowment.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
7,848	...	190	9,702	...	...	17,740	1,19,773	...	...
...	...	...	...	...	...	...	7,200	...	...
...	...	...	214	...	...	214	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	13,320	...	...
...	...	...	...	...	...	...	7,200	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
7,848	...	**190**	**9,916**	...	...	**17,954**	**1,47,493**	...	...
7,367	...	2,603	38,868	...	403	49,241	3,93,570	4,741	7,713
...	17,729	880	37,155	...	2,736	58,500	2,10,138	1,57,929	14,820
...	20,427	...	11,830	...	1,003	33,260	36,015	20,557	192
...	...	...	...	...	...	...	1,46,690	...	1,611
1,643	...	855	393	...	118	3,009	1,23,423	15	10,116
480	...	1,053	96	...	...	1,629	17,663	140	2,595
9,490	**38,156**	**5,391**	**88,342**	...	**4,260**	**1,45,639**	**9,27,499**	**1,83,382**	**37,047**
1,476	3,37,386	1,336	2,00,788	351	12,952	5,54,289	1,29,446	10,32,236	90,417
...	4,417	468	36	...	...	4,921	1,49,412	2,09,335	32,001
1,476	**3,41,803**	**1,804**	**2,00,824**	**351**	**12,952**	**5,59,210**	**2,78,858**	**12,41,571**	**1,22,418**

EDUCATION—

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by Local or Municipal Boards—*concld.*				Un	
	Fees.	Endowments.	Subscriptions and other sources.	Total.	Fees.	Endowments.
	19	20	21	22	23	24
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
DIRECT EXPENDITURE.						
Arts Colleges—						
English ... For males ...	3,00,570	1,01,116	11,093	5,32,552	4,44,036	12,496
English ... For females ...	2,672	...	1,818	11,690	1,210	...
Colleges for Professional training—						
Law ... For males ...	...	...	...	...	19,432	...
Law ... For females ...	...	...	...	...	...	...
Medicine ... For males ...	...	...	...	...	8,820	...
Medicine ... For females ...	...	...	...	...	...	...
Engineering ... For males ...	...	...	...	...	...	...
Engineering ... For females ...	...	...	...	...	...	...
Teaching ... For males ...	...	...	...	13,320	...	...
Teaching ... For females ...	162	...	...	7,362	360	...
Veterinary ... For males ...	...	...	...	...	...	...
Veterinary ... For females ...	...	...	...	...	...	...
Total for Colleges ...	**3,03,404**	**1,01,116**	**12,911**	**5,64,924**	**4,73,858**	**12,496**
SCHOOL EDUCATION—GENERAL.						
Secondary Schools—						
High Schools For males ...	14,81,157	69,310	1,59,993	21,16,484	23,24,828	1,49,388
Middle Schools for males. English ...	7,77,594	46,989	2,18,553	14,26,023	4,51,551	21,270
Middle Schools for males. Vernacular ...	64,588	2,033	23,671	1,47,056	7,289	960
High Schools For females ...	1,50,666	23,844	83,170	4,05,981	1,823	11,528
Middle schools for females. English ...	50,235	1,948	27,696	2,13,433	2,663	...
Middle schools for females. Vernacular ...	7,128	1,102	33,460	62,088	122	...
Total for Secondary Schools ...	**25,31,368**	**1,45,226**	**5,46,543**	**43,71,065**	**27,88,276**	**1,83,146**
Primary Schools For males ...	15,10,604	21,656	2,20,397	30,04,756	1,48,849	3,530
Primary Schools For females ...	47,151	13,540	1,32,403	5,83,842	4,530	3,194
Total for Primary Schools ...	**15,57,755**	**35,196**	**3,52,800**	**35,88,598**	**1,53,379**	**6,724**

(b) Includes Rs. 115 paid from Provincial Revenues, Rs. 300 from District Funds
(c) Includes Rs. 52 paid to an unaided

GENERAL TABLE IV—*continued.*

In the Presidency of Bengal for the official year 1916-17—*continued.*

INSTITUTIONS—*contd.* / MANAGEMENT—*contd.* / aided.		TOTAL EXPENDITURE FROM—						
Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	GRAND TOTAL.
25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
19,412	4,75,944	6,08,671	...	190	10,64,269	1,26,633	33,663	18,33,426
2,215	3,425	40,745	...	...	6,792	. .	4,033	51,570
...	19,432	30,000	...	...	1,85,879	...	...	2,15,879
...	...	...	...	...	...	...	...	...
9,310	18,130	2,09,047	...	...	1,03,288	...	9,310	3,21,645
...	...	...	...	...	...	...	...	...
...	...	2,09,750	...	...	19,233	...	4,812	2,33,795
...	...	...	...	...	...	...	...	...
. .	...	92,743	...	...	...	...	2,700	95,443
740	1,100	7,200		...	522	...	740	8,462
...	...	1,30,358	...	...	154	...	...	1,30,512
...	...	...	...	...	...	...	...	...
31,677	**5,18,031**	**13,28,514**	**...**	**190**	**13,80,137**	**1,26,633**	**55,258**	**28,90,732**
(*b*)								
1,85,147	26,59,363	6,50,951	5,041	13,016	42,23,092	2,20,084	3,42,802	54,54,986
(*c*)								
1,71,742	6,44,563	2,23,103	1,75,658	15,752	12,70,552	68,259	3,92,983	21,46,307
8,070	16,319	38,761	40,984	192	83,878	2,993	32,750	1,99,558
...	13,351	2,38,371	...	1,611	1,83,308	35,372	83,545	5,42,207
1,900	4,563	1,32,717	15	10,971	53,927	1,948	29,875	2,29,453
102	224	21,207	140	3,648	7,457	1,247	33,562	67,261
3,66,961	**33,38,383**	**13,05,110**	**2,21,838**	**45,190**	**58,22,214**	**3,29,903**	**9,15,517**	**86,39,772**
33,925	1,86,304	2,02,136	13,69,666	91,793	18,63,419	25,537	2,67,340	38,19,891
11,453	19,177	1,72,072	2,14,108	32,592	52,067	16,868	1,44,827	6,32,534
45,378	**2,05,481**	**3,74,208**	**15,83,774**	**1,24,385**	**19,15,486**	**42,405**	**4,12,167**	**44,52,425**

and Rs. 2,700 from Municipal Funds to some unaided High Schools.
Middle English school from Municipal funds.

EDUCATION—

Return of Expenditure on Public Instruction in

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
SCHOOL EDUCATION—SPECIAL.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
DIRECT EXPENDITURE.							
Training Schools ... For males	2,87,080	...	...	9,050	111	32	2,96,273
Training Schools ... For females	26,573	...	...	80	...	...	26,653
Schools of Art ... For males	36,300	...	...	4,873	...	...	41,173
Schools of Art ... For females	...	...	...	...	...	...	...
Medical Schools ... For males	81,488	...	...	25,261	...	...	1,09,749
Medical Schools ... For females	...	...	...	...	...	...	...
Engineering and Surveying Schools. For males	63,014	...	...	5,369	1,491	347	70,221
Engineering and Surveying Schools. For females	...	...	...	...	...	...	...
Technical and Industrial Schools. For males	51,479	2,388	...	1,306	198	10,238	65,609
Technical and Industrial Schools. For females	3,383	1,142	...	684	...	...	5,209
Commercial Schools For males	16,388	...	...	4,196	...	...	20,584
Commercial Schools For females	...	...	...	...	...	...	...
Other schools ... For males	92,960	...	...	8,926	3,903	...	1,05,789
Other schools ... For females	...	...	...	...	...	...	...
Total for Special Schools ...	**6,61,665**	**3,530**	...	**59,745**	**5,703**	**10,617**	**7,41,260**
Total Direct Expenditure ...	**22,96,718**	**3,930**	**163**	**10,70,460**	**20,389**	**23,244**	**34,14,904**
INDIRECT EXPENDITURE.							
Buildings, furniture and apparatus	4,45,156	75	...	3,649	...	4,686	4,53,566
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	..	...
Inspection	...	...	...	...	...	...	...
Scholarships held in—							
Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	..	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	..	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total Indirect Expenditure ..	**4,45,156**	**75**	...	**3,649**	...	**4,686**	**4,53,566**
Total Expenditure on Public Instruction	**27,41,874**	**4,005**	**163**	**10,74,109**	**20,389**	**27,930**	**38,68,470**

(a) Includes Rs. 3,90,423 spent from
(b) Includes Rs. 6,06,017 do.
(c) Includes Rs. 34,709 do.

GENERAL TABLE IV.

the Presidency of Bengal for the official year 1916-17.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.		
Managed by Local Boards and Municipal Boards.							Aided by Government or by Local or Municipal Boards.		
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	12,962	...	...
...	...	...	...	...	...	...	16,672	...	320
...	...	...	...	...	...	...	1,650	...	450
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	....	...	...	...	...	...
...	...	...	...	...	...	..	3,950	...	...
...	...	...	...	...	...	...	...	...	...
1,320	33,074	48	4,826	4,681	6,278	50,227	7,810	...	107
...	...	...	...	...	...	...	11,861	...	...
...	...	...	...	...	...	...	3,410	...	...
...	...	...	...	...	...	...	4,271	...	...
...	...	...	...	...	...	...	1,20,991	32,753	12,592
...	...	..	...	...	...	...	3,491	1,967	720
1,320	**33,074**	**48**	**4,826**	**4,681**	**6,278**	**50,227**	**1,87,068**	**34,720**	**14,189**
20,134	**4,13,033**	**7,433**	**3,03,908**	**5,032**	**23,490**	**7,73,030**	**15,40,918**	**14,59,673**	**1,73,654**
6,622	1,65,542	5,028	524	1,497	5,225	1,84,438	2,82,949	37,494	9,461
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
6,622	**1,65,542**	**5,028**	**524**	**1,497**	**5,225**	**1,84,438**	**2,82,949**	**37,494**	**9,461**
26,756	**(a)5,78,575**	**12,461**	**3,04,432**	**6,529**	**28,715**	**9,57,468**	**18,23,867**	**(b)14,97,167**	**(c)1,83,115**

Imperial grants, through the agency of District Boards.
ditto ditto ditto ditto.
ditto ditto ditto of Municipal bodies.

EDUCATION—

Return of Expenditure on Public Instruction

OBJECT OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by Local or Municipal Boards—*concld.*				Un	
	Fees.	Endowments.	Subscriptions and other sources.	Total.	Fees.	Endowments.
	19	20	21	22	23	24
SCHOOL EDUCATION—SPECIAL.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools ... For males	...	8,665	5,302	26,929	...	...
Training Schools ... For females	3,643	1,077	8,464	30,176	...	...
Schools of Art ... For males	1,118	5,993	...	9,211	9,870	846
Schools of Art ... For females	...	...	...	...	...	...
Medical Schools ... For males	...	...	...	...	7,206	...
Medical Schools ... For females	...	...	...	...	...	...
Engineering and Surveying Schools. For males	5,848	...	3,654	13,452	51	...
Engineering and Surveying Schools. For females	...	...	...	...	...	...
Technical and Industrial Schools. For males	850	4,551	25,954	39,272	...	...
Technical and Industrial Schools. For females	2,726	2,532	22,347	39,466	...	513
Commercial Schools For males	727	...	888	5,025	12,743	...
Commercial Schools For females	1,244	1,508	...	7,023	...	...
Other Schools ... For males	76,745	37,106	1,00,868	3,81,055	24,444	39,723
Other Schools ... For females	950	1,014	1,805	9,947	36	215
Total for Special Schools ...	**93,851**	**62,446**	**1,69,282**	**5,61,556**	**54,350**	**41,297**
Total Direct Expenditure ...	**44,86,378**	**3,43,984**	**10,81,536**	**90,86,143**	**34,69,863**	**2,43,663**
INDIRECT EXPENDITURE.						
Buildings, furniture and apparatus	1,14,243	89,315	4,90,398	10,23,860	11,798	1,16,348
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarship held in—						
Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Total Indirect Expenditure ...	**1,14,243**	**89,315**	**4,90,398**	**10,23,860**	**11,798**	**1,16,348**
Total Expenditure on Public Instruction	**46,00,621**	**4,33,299**	**15,71,934**	**1,01,10,003**	**34,81,661**	**3,60,011**

GENERAL TABLE IV—*contd.*

In the Presidency of Bengal for the official year 1916-17—*contd.*

INSTITUTIONS.								
MANAGEMENT—*contd.*		TOTAL EXPENDITURE FROM—						
aided.								
Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	GRAND TOTAL.
25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	3,00,042	...	...	9,050	8,776	5,334	3,23,202
...	...	43,245	...	320	3,723	1,077	8,464	56,829
150	10,866	37,950	...	450	15,861	6,839	150	61,250
...	...	...	...	...	...	...	...	...
348	7,554	81,488	...	...	32,467	...	348	1,17,303
...	...	...	...	...	...	...	...	...
...	51	66,964	...	...	11,268	1,491	4,001	83,724
...	...	...	...	...	...	...	...	...
1,026	1,026	60,609	35,462	155	6,982	9,430	43,496	1,56,134
...	513	15,244	1,142	...	3,410	3,045	22,347	45,188
...	12,743	19,798	...	...	17,666	...	888	38,352
...	...	4,271	...	...	1,244	1,508	...	7,023
41,688	1,05,855	2,13,951	32,753	12,592	1,10,115	80,732	1,42,556	5,92,699
318	569	3,491	1,967	720	986	1,229	2,123	10,516
43,530	**1,39,177**	**8,50,053**	**71,324**	**14,237**	**2,12,772**	**1,14,127**	**2,29,707**	**14,92,220**
4,87,546	**42,01,072**	**38,57,885**	**18,76,936**	**1,84,002**	**93,30,609**	**6,13,068**	**16,12,649**	**1,74,75,149**
(*d*)								
2,74,331	4,02,477	7,50,471	2,05,511	14,589	1,30,214	2,07,160	7,56,396	20,64,341
...	...	1,70,737	...	...	7,49,335	4,00,365	43,163	13,63,600
...	...	1,51,448	...	...	...	...	...	1,51,448
...	...	8,55,334	49,048	1,191	...	...	967	9,06,540
...	...	1,10,217	...	...	747	32,373	5,056	1,48,393
...	...	28,551	791	...	...	6,580	...	35,922
...	...	24,987	12,688	319	1,630	221	1,440	41,285
...	...	68,129	23,719	1,204	607	6,261	988	1,00,908
...	...	1,475	5,796	68	...	...	20	7,359
...	...	6,556	276	...	...	749	...	7,581
...	...	13,739	5,431	400	...	86	174	19,830
...	...	16,225	4,512	84	1,062	4,345	...	26,228
...	...	**2,69,879**	**53,213**	**2,075**	**4,046**	**50,615**	**7,678**	**3,87,506**
...	...	**6,09,893**	**41,040**	**5,682**	**7,25,345**	**53,369**	**5,27,873**	**19,63,202**
2,74,331	**4,02,477**	**28,07,762**	**3,48,812**	**23,537**	**16,08,940**	**7,11,509**	**13,36,077**	**68,36,637**
7,61,877	**46,03,549**	**66,65,647**	**22,25,748**	**2,07,539**	**1,09,39,549**	**13,24,577**	**29,48,726**	**2,43,11,786**

(*d*) Includes Rs. 15,744 from Provincial Revenues, Rs. 2,400 from District Funds and Rs. 100 from Municipal Funds paid to some unaided schools.

EDUCATION—

Return of Expenditure on Public Instruction for European

OBJECTS OF EXPENDITURE.	PUBLIC
	UNDER PUBLIC MANAGEMENT.
	Managed by Government.
	Provincial revenues.
	Fees.
	Endowments.
	Subscriptions and other sources.
	Total.
1	2
	3
	4
	5
	6
SCHOOL EDUCATION, GENERAL.	Rs.
	Rs.
	Rs.
	Rs.
	Rs.
SECONDARY SCHOOLS.	
High Schools for males ...	5,967
	30,928
	...
	21
	36,916
Middle English Schools for males ...	...
	...
	...
	...
	...
High Schools for females ...	24,364
	20,280
	...
	...
	44,644
Middle English Schools for females	...
	...
	...
	...
	...
Total for Secondary Schools ...	**30,331**
	51,208
	...
	21
	81,560
PRIMARY SCHOOLS.	
For males	...
	...
	...
	...
	...
For females	...
	...
	...
	...
	...
Total for Primary Schools ...	...
	...
	...
	...
	...
SCHOOL EDUCATION, SPECIAL.	
Training Schools { For males ...	...
	...
	...
	...
	...
Training Schools { For females ...	10,025
	...
	...
	...
	10,025
Engineering and Surveying Schools. { For males ...	4,513
	853
	...
	...
	5,366
Engineering and Surveying Schools. { For females ...	...
	...
	...
	...
	...
Technical and Industrial Schools. { For males ...	...
	...
	...
	...
	...
Technical and Industrial Schools. { For females ...	2,153
	684
	...
	...
	2,837
Commercial Schools { For males ...	...
	...
	...
	...
	...
Commercial Schools { For females ...	...
	...
	...
	...
	...
Total for Special Schools ...	**16,691**
	1,537
	...
	...
	18,228
Total of Direct Expenditure ...	**47,022**
	52,745
	...
	21
	99,788
Buildings, furniture and apparatus ...	...
	...
	...
	...
	...
Inspection	...
	...
	...
	...
	...
Scholarships held in—	
Arts Colleges	...
	...
	...
	...
	...
Medical Colleges	...
	...
	...
	...
	...
Other Professional Colleges ...	...
	...
	...
	...
	...
Secondary Schools ...	...
	...
	...
	...
	...
Primary Schools	...
	...
	...
	...
	...
Medical Schools	...
	...
	...
	...
	...
Technical and Industrial Schools...	...
	...
	...
	...
	...
Other Special Schools	...
	...
	...
	...
	...
Total charges for scholarships ...	...
	...
	...
	...
	...
Total Miscellaneous charges ...	...
	...
	...
	...
	...
Total of Indirect Expenditure ..	...
	...
	...
	...
	...
Total Expenditure on Public Instruction	**47,022**
	52,745
	...
	21
	99,788

GENERAL TABLE IVA.

Schools in the Presidency of Bengal for th e official year 1916-17.

INSTITUTIONS.

Under Private Management.						
Aided by Government or by Local or Municipal Boards.						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
102,842	...	300	67,988	40,822	62,559	2,74,511
100,708	...	6,751	9,622	13,479	30,533	1,61,093
101,334	...	200	120,386	21,857	37,819	2,81,596
83,786	...	6,860	37,917	1,032	2,986	1,32,581
388,670	...	**14,111**	**235,913**	**77,190**	**1,33,897**	**8,49,781**
12,397	...	188	4,465	111	4,754	21,915
14,906	...	4,456	10,211	285	17,114	46,972
27,303	...	**4,644**	**14,676**	**396**	**21,868**	**68,887**
...	...	...	...	...	...	...
...	..	...	...	...	...	...
3,950	...	...	5,848	...	3,654	13,452
...	...	...	...	...	...	...
1,000	...	...	...	...	1,947	2,947
3,153	...	...	2,616	...	1,315	7,084
3,410	...	...	727	...	888	5,025
4,271	...	...	1,244	1,508	...	7,023
15,784	...	...	**10,435**	**1,508**	**7,804**	**35,531**
431,757	...	**18,755**	**2,61,024**	**79,094**	**163,569**	**9,54,199**
40,986	...	480	75,589	10,156	1,65,957	2,93,168
...	...	...	...	...	...	...
...	...	...	...	...	...	...
..	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
40,986	...	**480**	**75,589**	**10,156**	**1,65,957**	**2,93,168**
4,72,743	...	**19,235**	**336,613**	**89,250**	**3,29,526**	**12,47,367**

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction for European

Objects of Expenditure.	Public Institutions.				Total
	Under Public Management.				
	Unaided.				
	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial revenues.
1	14	15	16	17	18
SCHOOL EDUCATION, GENERAL	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.					
High Schools for males ...	61,555	...	400	61,955	1,08,809
Middle English Schools for males ...	...	...	...	...	1,00,708
High Schools for females ...	...	...	...	...	1,25,698
Middle English Schools for females	2,663	...	1,900	4,563	83,786
Total for Secondary Schools ...	**64,218**	...	**2,300**	**66,518**	**4,19,001**
Primary Schools.					
For males	...	...	...	...	12,397
For females	...	...	...	...	14,906
Total for Primary Schools ...	...	...	...	...	**27,303**
School Education, Special.					
Training Schools { For males ...	...	...	...	...	...
Training Schools { For females ...	...	...	...	...	10,025
Engineering and Surveying Schools. { For males ...	...	...	...	...	8,463
Engineering and Surveying Schools. { For females ...	...	...	...	...	...
Technical and Industrial Schools. { For males ...	...	...	...	...	1,000
Technical and Industrial Schools. { For females ...	...	...	...	...	5,306
Commercial Schools { For males ...	...	...	...	...	3,410
Commercial Schools { For females ...	...	...	...	...	4,271
Total for Special Schools ...	...	...	...	...	**32,475**
Total of Direct Expenditure ...	**64,218**	...	**2,300**	**66,518**	**4,78,779**
Buildings, furniture and apparatus ...	**3,586**	...	**4,460**	**8,046**	**40,986**
Inspection	...	...	...	...	**12,136**
Scholarships held in—					
Arts Colleges	...	...	...	...	2,170
Medical Colleges	...	...	...	...	96
Other Professional Colleges ...	...	...	...	...	1,587
Secondary Schools	...	...	...	...	21,038
Primary Schools	...	...	...	...	...
Medical Schools	...	...	...	...	...
Technical and Industrial Schools...	...	...	...	...	1,612
Other Special Schools	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	**26,503**
Total Miscellaneous charges ...	...	...	...	...	**2,73,746**
Total of indirect Expenditure ...	**3,586**	...	**4,460**	**8,046**	**3,53,371**
Total Expenditure on Public Instruction	**67,804**	...	**6,760**	**74,564**	**8,32,150**

GENERAL TABLE IVA—*concluded.*

Schools in the Presidency of Bengal for the official year 1916-17.

Expenditure from—

District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.
19	20	21	22	23	24
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	300	1,60,471	40,822	62,980	3,73,382
...	6,751	9,622	13,479	30,533	1,61,093
...	200	1,40,666	21,857	37,819	3,26,240
...	6,860	40,580	1,032	4,886	1,37,144
...	**14,111**	**3,51,339**	**77,190**	**1,36,218**	**9,97,859**
...	188	4,465	111	4,754	21,915
...	4,456	10,211	285	17,114	46,972
...	**4,644**	**14,676**	**396**	**21,868**	**68,887**
...	...	...	...	...	...
...	...	...	...	...	10,025
...	...	6,701	...	3,654	18,818
...	...	...	...	...	...
...	...	...	...	1,947	2,947
...	...	3,300	...	1,315	9,921
..	...	727	...	888	5,025
..	...	1,244	1,508	...	7,023
...	...	**11,972**	**1,508**	**7,804**	**53,759**
...	**18,755**	**3,77,987**	**79,094**	**1,65,890**	**11,20,505**
...	**480**	**79,175**	**10,156**	**1,70,417**	**3,01,214**
...	...	...	...	...	**12,136**
...	...	...	...	...	2,170
...	...	...	...	...	96
...	...	...	...	...	1,587
...	...	...	...	...	21,038
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	1,612
...	...	...	...	...	...
...	...	...	...	...	**26,503**
...	...	**5,98,265**	**33,073**	**3,84,554**	**12,89,638**
...	**480**	**6,77,440**	**43,229**	**5,54,971**	**16,29,491**
...	**19,235**	***10,55,427**	**1,22,323**	**7,20,861**	**27,49,996**

EDUCATION—

Return showing the Stages for Instruction of pupils in Public Schools for General

Class of Schools.		Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage but have not passed the Matriculation examination.		
				Males.	Females.	Total.
1		2	3	4	5	6
SECONDARY SCHOOLS.						
For Males.						
Government ...	English ...	47	15,527	9,072	...	9,072
	Vernacular ...	2	103	...	...	...
Local Fund ...	English ...	40	4,007	...	...	...
	Vernacular ...	44	2,925	...	...	...
Municipal Fund ...	English ...	7	2,655	979	...	979
	Vernacular ..	...	...	...	...	...
Aided ...	English ...	1,158	170,899	36,153	3	36,156
	Vernacular ...	274	16,528	...	...	...
Unaided ...	English ...	1,065	189,332	53,660	...	53,660
	Vernacular ...	29	1,697	...	...	...
	Total ...	**2,665**	**403,673**	**99,864**	**3**	**99,867**
For Females.						
Government ...	English ...	7	1,181	...	214	214
	Vernacular ...	1	130	...	...	...
Local Fund ...	English ...	...	...	...	..	...
	Vernacular ...	...	...	...	...	...
Municipal Fund ...	English ...	1	63	...	...	...
	Vernacular ...	1	108	...	...	...
Aided ...	English ...	50	7,519	...	597	597
	Vernacular ...	27	2,546	...	3	3
Unaided ...	English ...	2	96	...	24	24
	Vernacular ...	1	139	...	...	...
	Total ...	**90**	**11,782**	**...**	**838**	**838**
Total Secondary Schools ...		**2,756**	**415,455**	**99,864**	**841**	**100,705**

GENERAL TABLE V.

Education in the Presidency of Bengal at the end of the official year 1916-17.

MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			Total Secondary Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary stage but have not passed the Upper Primary stage.		
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
7	8	9	10	11	12	13	14	15
3,525	...	3,525	12,597	...	12,597	2,021	...	2,021
13	...	13	13	...	13	10	...	10
952	...	952	952	...	952	1,444	...	1,444
503	...	503	503	...	503	426	1	427
705	...	705	1,684	...	1,684	597	...	597
...	...	...	...	...	...	...	...	...
43,644	67	43,711	79,797	70	79,867	44,272	83	44,355
3,064	...	3,064	3,064	...	3,064	3,443	1	3,444
48,151	1	48,152	101,811	1	101,812	41,978	1	41,979
337	...	337	337	...	337	349	...	349
100,894	**68**	**100,962**	**200,758**	**71**	**200,829**	**94,540**	**86**	**94,626**
...	176	176	...	390	390	...	171	171
...	8	8	...	8	8	...	6	6
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	2	2	...	2	2	...	6	6
...	8	8	...	8	8	...	2	2
14	1,002	1,016	14	1,599	1,613	55	1,318	1,373
...	111	111	...	114	114	7	277	284
...	19	19	...	43	43	...	24	24
...	5	5	...	5	5	...	9	9
14	**1,331**	**1,345**	**14**	**2,169**	**2,183**	**62**	**1,813**	**1,875**
100,908	**1,399**	**102,307**	**200,772**	**2,240**	**203,012**	**94,602**	**1,899**	**96,501**

EDUCATION—

- Return showing the stages for instruction of pupils in Public Schools for General.

Class of Schools.	Lower Primary					
	Comprising all pupils who have not passed beyond					
	Reading printed books.			Not reading printed books.		
	Males.	Females.	Total	Males.	Females.	Total.
1	16	17	18	19	20	21
SECONDARY SCHOOLS.						
For Males.						
Government ... English ...	804	...	804	105	...	105
Government ... Vernacular ...	52	...	52	28	...	28
Local Fund ... English ...	1,505	7	1,512	98	1	99
Local Fund ... Vernacular ...	1,270	12	1,282	710	3	713
Municipal Fund ... English ...	372	...	372	2	...	2
Municipal Fund ... Vernacular ...	...	...	...	...	...	...
Aided ... English ...	42,333	278	42,611	4,057	9	4,066
Aided ... Vernacular ...	7,159	62	7,221	2,751	48	2,799
Unaided ... English ...	41,240	67	41,307	4,212	22	4,234
Unaided ... Vernacular ...	688	...	688	319	4	323
Total ...	**95,423**	**426**	**95,849**	**12,282**	**87**	**12,369**
For Females.						
Government ... English ...	9	572	581	..	39	39
Government ... Vernacular ...	...	65	65	...	51	51
Local Fund ... English ...	...	...	...	...	...	...
Local Fund ... Vernacular ...	...	...	...	...	...	...
Municipal Fund ... English ...	...	53	53	...	2	2
Municipal Fund ... Vernacular ...	...	45	45	...	53	53
Aided ... English ...	892	2,900	3,792	39	702	741
Aided ... Vernacular ...	31	1,414	1,445	11	692	703
Unaided ... English ...	12	17	29	...	...	...
Unaided ... Vernacular ...	...	95	95	...	30	30
Total ...	**944**	**5,161**	**6,105**	**50**	**1,569**	**1,619**
Total Secondary Schools ...	**96,367**	**5,587**	**101,954**	**12,332**	**1,656**	**13,988**

GENERAL TABLE V—*contd.*

Education in the Presidency of Bengal at the end of the official year 1916-17—*contd.*

STAGE.								
the lower Primary stage.			Total primary stage.			GRAND TOTAL.		
Total.								
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
22	23	24	25	26	27	28	29	30
909	...	909	2,930	...	2,930	15,527	...	15,527
80	...	80	90	...	90	103	...	103
1,603	8	1,611	3,047	8	3,055	3,999	8	4,007
1,980	15	1,995	2,406	16	2,422	2,909	16	2,925
374	...	374	971	...	971	2,655	...	2,655
...	...	...	...	...	...	...	...	...
46,390	287	46,677	90,662	370	91,032	170,459	440	170,899
9,910	110	10,020	13,353	111	13,464	16,417	111	16,528
45,452	89	45,541	87,430	90	87,520	189,241	91	189,332
1,007	4	1,011	1,356	4	1,360	1,693	4	1,697
107,705	**513**	**108,218**	**202,245**	**599**	**202,844**	**403,003**	**670**	**403,673**
9	611	620	9	782	791	9	1,172	1,181
...	116	116	...	122	122	...	130	130
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	55	55	...	61	61	...	63	63
...	98	98	...	100	100	...	108	108
931	3,602	4,533	986	4,920	5,906	1,000	6,519	7,519
42	2,106	2,148	49	2,383	2,432	49	2,497	2,546
12	17	29	12	41	53	12	84	96
...	125	125	...	134	134	...	139	139
994	**6,730**	**7,724**	**1,056**	**8,543**	**9,599**	**1,070**	**10,712**	**11,782**
108,699	**7,243**	**115,942**	**203,301**	**9,142**	**212,443**	**404,073**	**11,382**	**415,455**

EDUCATION.

Return showing the Stages for Instruction of Pupils in Public Schools for General

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March 1917.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.		
			Males.	Females.	Total.
1	2	3	4	5	6
PRIMARY SCHOOLS.					
For Males.					
Government	127	4,946	...	...	...
Local fund	2,803	128,347	...	...	...
Municipal fund	6	323	...	...	...
Aided	25,700	910,343	...	...	...
Unaided	3,959	116,218	...	...	...
Total ...	**32,595**	**1,160,177**	...	...	...
For Females.					
Government	68	2,886	...	...	...
Local fund	21	744	...	...	...
Municipal fund	2	57	...	...	...
Aided	7,791	182,024	...	...	...
Unaided	1,489	29,003	...	...	...
Total ...	**9,371**	**214,714**	...	...	...
Total Primary Schools ...	**41,966**	**1,374,891**	...	...	...
Grand Total ...	**44,722**	**1,790,346**	**99,864**	**841**	**100,705**

GENERAL TABLE V.

Education in the Presidency of Bengal at the end of the official year 1916-17.

MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Total Secondary Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed the Upper Primary Stage.		
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
7	8	9	10	11	12	13	14	15
...	...	...	...	...	...	749	2	751
...	...	...	...	...	...	1,497	7	1,504
...	...	...	...	...	...	12	...	12
...	...	...	...	...	..	19,985	103	20,088
...	...	...	...	...	...	561	...	561
...	...	...	...	...	...	**22,804**	**112**	**22,916**
...	3	3	...	3	3	...	85	85
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	4	4
...	57	57	...	57	57	22	987	1,009
...	1	1	...	1	1	...	18	18
...	**61**	**61**	...	**61**	**61**	**22**	**1,094**	**1,116**
...	**61**	**61**	...	**61**	**61**	**22,826**	**1,206**	**24,032**
100,908	**1,460**	**102,368**	**200,772**	**2,301**	**203,073**	**117,428**	**3,105**	**120,533**

EDUCATION.

Return showing the Stages for Instruction of Pupils in Public Schools for General

Class of Schools.	Lower Primary					
	Comprising all pupils who have not passed beyond					
	Reading printed books.			Not reading printed books.		
	Males.	Females.	Total.	Males.	Females.	Total.
	16	17	18	19	20	21
PRIMARY SCHOOLS.						
For Males.						
Government	2,849	20	2,869	1,308	18	1,326
Local fund	60,750	962	61,712	61,812	3,319	65,131
Municipal fund	180	3	183	128	...	128
Aided	494,642	22,108	516,750	343,658	29,847	373,505
Unaided	53,945	2,627	56,572	53,538	5,547	59,085
Total ...	**612,366**	**25,720**	**638 086**	**460,444**	**38,731**	**499,175**
For Females.						
Government	24	1,548	1,572	...	1,226	1,226
Local fund	...	223	223	...	521	521
Municipal fund	...	43	43	...	10	10
Aided	1,534	68,252	69,786	1,989	109,183	111,172
Unaided	186	8,755	8,941	282	19,761	20,043
Total ...	**1,744**	**78,821**	**80,565**	**2,271**	**130,701**	**132,972**
Total Primary Schools ...	**614,110**	**104,541**	**718,651**	**462,715**	**169,432**	**632,147**
Grand Total ...	**710,477**	**110,128**	**820,605**	**475,047**	**171,088**	**646,135**

GENERAL TABLE V—*concld.*

Education in the Presidency of Bengal at the end of the official year 1916-17—*concld.*

STAGE.								
the lower primary stage.			Total primary stage.			GRAND TOTAL.		
Total.								
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
22	23	24	25	26	27	28	29	30
4,157	38	4,195	4,906	40	4,946	4,906	40	4,946
122,562	4,281	126,843	124,059	4,288	128,347	124,059	4,288	128,347
308	3	311	320	3	323	320	3	323
838,300	51,955	890,255	858,285	52,058	910,343	858,285	52,058	910,343
107,483	8,174	115,657	108,044	8,174	116,218	108,044	8,174	116,218
1,072,810	**64,451**	**1,137,261**	**1,095,614**	**64,563**	**1,160,177**	**1,095,614**	**64,563**	**1,160,177**
24	2,774	2,798	24	2,859	2,883	24	2,862	2,886
...	744	744	...	744	744	...	744	744
...	53	53	...	57	57	...	57	57
3,523	177,435	180,958	3,545	178,422	181,967	3,545	178,479	182,024
468	28,516	28,984	468	28,534	29,002	468	28,535	29,003
4,015	**209,522**	**213,537**	**4,037**	**210,616**	**214,653**	**4,037**	**210,677**	**214,714**
1,076,825	**273,973**	**1,350,798**	**1,099,651**	**275,179**	**1,374,830**	**1,099,651**	**275,240**	**1,374,891**
1,185,524	**281,216**	**1,466,740**	**1,302,952**	**284,321**	**1,587,273**	**1,503,724**	**286,622**	**1,790,346**

EDUCATION—

Return showing the number of pupils in each stage of instruction, in the Presidency of

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
				Brahmans.	Non-Brahmans.
1		2	3	4	5
College stage ...	Males ...	86	204	7,129	12,831
	Females ...	38	43	10	82
High stage ...	Males ...	524	315	22,321	54,333
	Females ...	325	165	64	252
Middle stage ...	Males ...	843	343	19,260	52,489
	Females ...	634	301	101	333
Upper Primary stage	Males ...	972	436	20,189	60,218
	Females ...	875	535	464	984
Lower Primary stage	Males ...	2,349	3,358	59,946	469,002
	Females ...	2,209	3,734	27,256	108,778
Special Schools ...	Males ..	215	469	6,853	5,855
	Females ...	192	371	173	373
Private Institutions ...	Males ...	...	120	2,570	9,299
	Female ...	...	59	527	1,341
GRAND TOTAL ...	Males ...	4,989	5,245	138,268	664,027
	Females ...	4,273	5,208	28,595	112,143
	Total ...	**9,262**	**10,453**	**166,863**	**776,170**

GENERAL TABLE V-A.

Bengal, classified according to sex, race or creed, for the official year 1916-17.

Muhammadans.	Buddhists.	Parsis.	Others.	Total of columns 2—9.	Depressed classes.	Total of columns 10—11.
6	7	8	9	10	11	12
1,940	60	12	259	22,521	194	22,715
2	...	...	...	175	...	175
19,928	352	20	49	97,842	2,022	99,864
6	1	4	24	841	...	841
24,861	389	13	26	98,224	2,684	100,908
31	3	11	23	1,437	23	1,460
31,166	452	15	49	113,497	3,931	117,428
146	6	15	26	3,051	54	3,105
580,423	3,272	28	216	1,118,594	66,930	1,185,524
129,265	952	27	141	272,362	8,854	281,216
25,524	41	...	43	39,000	273	39,273
1,796	49	...	44	2,998	5	3,003
37,991	820	1	4	50,805	1,020	51,825
9,099	31	1	...	11,058	37	11,095
721,833	5,386	89	646	1,540,483	77,054	1,617,537
140,345	1,042	58	258	291,922	8,973	300,895
862,178	**6,428**	**147**	**904**	**1,832,405**	**86,027**(*a*)	**1,918,432**

(*a*) Includes ... ...

1,687	Indian Christians.
66,909	Non-Brahmans.
2,081	Muhammadans.
2,102	Buddhists.
13,248	Others.
86,027	

EDUCATION—

Return showing the Results of the Prescribed Examinations

NATURE OF EXAMINATIONS.		NUMBER OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINEES.				
		Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
I.—ARTS COLLEGES.										
Master of Arts ...	Males	2	1	...	3	92	4	...	554 (a)	650
	Females	...	...	...	...	...	2	...	...	2
Master of Science ...	Males	1	...	...	1	56	...	...	109 (c)	165
	Females	...	...	...	..	...	...	...	...	...
Bachelor of Arts (Honours).	Males	7	5	5	17	129	108	133	9	379
	Females	...	...	...	...	...	...	...	2	2
Bachelor of Arts (Pass)	Males	7	8	5	20	412	572	1,688	103	2,775
	Females	1	1	..	2	8	1	...	6	15
Bachelor of Science (Honours).	Males	5	2	3	10	74	26	11	8	119
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Science (Pass).	Males	6	2	3	11	99	64	98	46	307
	Females	...	...	...	...	...	...	...	...	...
Intermediate in Arts	Males	8	12	10	30	698	1,818	2,469	185	5,170
	Females	1	1	1	3	17	9	2	16	44
Intermediate in Science	Males	6	5	6	17	227	292	724	26	1,269
	Females	...	...	...	...	...	...	...	..	...
II.—COLLEGES FOR PROFESSIONAL TRAINING.										
Law—										
Master of Law ...	Males	...	...	...	...	...	..	...	6	6
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Law ...	Males	2	...	1	3	753	...	51	14	818
	Females	...	...	...	...	...	...	...	1	1
Medicine—										
Doctor of Medicine ...	Males	...	...	...	...	...	...	...	4	4
	Females	...	...	...	...	...	...	...	...	...
Second M. B. (Honours)	Males	1	...	...	1	7	...	...	...	7
	Females	...	...	...	...	...	...	...	...	...
Second M. B. (Pass) ...	Males	1	...	...	1	195	...	...	...	195
	Females	...	...	...	...	1*	...	...	...	1
First M. B. (Honours)	Males	1	...	...	1	8	...	...	...	8
	Females	...	...	...	...	2*	...	...	...	2
First M. B. (Pass) ...	Males	1	...	...	1	258	...	...	...	258
	Females	...	...	...	...	1*	...	...	...	1
Final Membership ...	Males	1	...	...	1	4	...	...	...	4
	Females	...	...	...	...	...	...	...	...	...

* These female candidates ap

(a) Includes 287
(b) „ 13
(c) „ 5
(d) „ 2

GENERAL TABLE VI.

in the Presidency of Bengal for the Official year 1916-17.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
							Hindus.					
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo Indians.	Indian Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
			(*b*)									
57	2	...	246	305	1	3	120	165	14	...	...	2
...	2	...	...	2	...	...	...	...	...	...	...	2
			(*d*)									
40	...	...	48	88	...	...	25	63	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
102	90	97	5	294	...	4	107	164	15	...	...	4
...	...	...	2	2	2	...	...	...	...	...	...	...
201	320	708	41	1,270	4	5	439	715	88	...	1	18
7	1	...	3	11	...	2	...	...	...	...	...	9
54	21	5	5	85	1	...	29	52	1	..	1	1
...	...	...	...	...	...	...	...	...	...	...	...	...
67	34	52	23	176	...	2	50	120	2	...	1	1
...	...	...	...	...	...	...	...	...	...	...	...	...
374	942	1,006	66	2,388	3	27	829	1,300	195	5	...	29
12	8	2	4	26	3	4	..	5	1	...	...	13
158	183	311	13	665	1	3	195	436	24	...	...	6
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2	2	...	..	1	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
452	...	28	5	485	...	...	164	294	23	...	...	4
...	...	...	1	1	...	1	...	...	...	...	...	...
...	...	...	2	2	...	...	1	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	7	...	...	3	4	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
115	...	...	...	115	1	...	40	73	...	...	...	1
1	...	...	...	1	...	1	...	...	...	...	...	...
8	...	...	...	8	...	...	2	6	...	...	...	...
2	...	...	...	2	1	1	...	...	...	...	...	...
143	...	...	...	143	1	...	41	92	4	1	...	4
1	...	...	...	1	1	...	...	...	...	...	...	...
1	...	...	...	1	...	...	...	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...

peared from the Medical College.
University students.
" "
" "
" "

EDUCATION—

Return showing the Results of the Prescribed Examinations

Nature of Examinations.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING—*concld.*										
Engineering—										
Bachelor of Civil Engineering.	Males ...	1	...	...	1	11	...	...	...	11
	Females	...	...	...	...	...	...	...	...	...
Intermediate examinations in Civil Engineering.	Males ...	1	...	...	1	37	...	...	...	37
	Females	...	...	...	...	...	...	...	...	...
Teaching—										
Post Graduate degrees or licenses (B. T. examination).	Males ...	2	...	...	2	52	...	...	4	56
	Females	...	1	...	1	...	6	...	...	6
Under-graduate licenses or diplomas (L. T. examination.	Males ...	1	1	...	2	36	7	...	...	43
	Females	...	1	1	2	...	1	4	...	5
Veterinary examinations.	Males ...	1	...	...	1	35	...	...	...	35
	Females	...	...	...	...	...	...	...	...	...
Commercial examination.	Males ...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.										
Matriculation	Males ...	43	233	280	556	1,405	3,692	6,005	321	11,421
	Females	4	6	1	11	28	39	7	20	94
"B" Final Examination	...	6	...	...	6	46	...	...	...	46
Cambridge senior examination.	Males ...	...	4	2	6	...	46	25	4	75
	Females	...	8	...	8	...	53	...	4	57
Cambridge junior examination.	Males ...	1	7	2	10	8	67	31	...	106
	Females	1	11	...	12	9	50	...	...	59
Cambridge preliminary examination.	Males ...	1	5	1	7	12	83	19	...	114
	Females	...	6	...	6	...	46	...	...	46
Elementary school certificate examination.	Males . .	...	7	...	7	...	83	...	...	83
	Females	...	11	...	11	...	92	...	...	92
Anglo-vernacular middle examination.	Males ...	88	1,104	825	2,017	2,107	15,786	15,588	...	33,481
	Females	6	24	1	31	53	149	3	...	205
Vernacular middle examination.	Males ...	45	243	26	314	179	1,335	278	...	1,792
	Females	2	25	...	27	3	70	...	...	73
Upper primary examination.	Males ...	357	3,914	973	5,244	3,285	32,274	20,860	...	56,419
	Females	19	177	4	200	116	667	11	2	796
Lower primary examination.	Males ...	2,646	22,610	1804	27,060	11,745	77,820	16,121	...	105,686
	Females	60	254	85	399	276	4,294	149	...	4,719
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training school examination for Masters.	Secondary	5	1	...	6	165	2	...	31	198
	Primary	115	3	...	118	1,253	19	...	77	1,349
Training school examination for Mistresses.	Secondary	...	2	...	2	...	18	...	...	18
	Primary	3	4	...	7	27	39	...	...	66

GENERAL TABLE VI—*contd.*

In the Presidency of Bengal for the official year 1916-17.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
							Brahmans.	Non-Brahmans.				
11	12	13	14	15	16	17	18	19	20	21	22	23
6	...	...	...	6	1	...	4	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
13	...	...	...	13	1	...	5	6	1	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...
42	...	...	2	44	2	6	15	19	2	...	...	...
...	6	...	...	6	...	3	...	...	...	...	...	3
29	6	...	...	35	...	1	8	16	10	...	...	...
...	1	4	...	5	4	1	...	...	...	...	...	...
25	...	...	...	25	...	3	7	11	4	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
1,150	2,651	4,353	195	8,349	4	32	3,121	3,983	1,151	3	...	55
21	27	4	13	65	2	19	1	10	...	...	...	33
25	...	...	...	25	...	...	5	19	1	...	...	...
...	32	20	...	52	44	...	1	...	...	1	...	6
...	40	...	1	41	33	...	...	3	1	...	1	3
6	60	26	...	92	87	...	...	2	...	...	3	...
7	41	..	...	48	43	...	1	2	...	...	...	2
8	72	10	...	90	83	...	...	3	1	...	2	1
...	36	...	...	36	33	...	2	...	...	...	...	1
...	43	...	...	43	43	...	...	...	...	...	...	...
...	44	...	...	44	42	...	...	...	...	...	...	2
1,670	12,067	11,814	...	25,551	...	275	5,871	13,725	5,620	41	2	17
47	115	3	...	165	17	58	21	63	3	2	...	1
144	1,037	202	...	1,383	...	14	203	675	481	2	...	8
3	58	...	...	61	6	13	16	18	8	...	...	...
2,616	24,958	17,346	...	44,920	2	304	7,995	23,884	12,589	76	...	70
93	517	8	2	620	41	144	140	266	26	...	...	3
9,028	58,533	12,845	...	80,406	...	301	8,752	41,484	29,470	138	...	261
214	3,369	102	...	3,685	...	277	581	1,795	995	15	...	22
123	2	...	8	133	...	3	24	71	35	...	...	...
886	13	...	29	928	...	5	90	350	470	8	...	5
...	14	...	...	14	...	14	...	...	...	...	...	...
24	25	...	...	49	6	27	1	11	2	2	...	...

EDUCATION—

Return showing the Results of the Prescribed Examinations

Nature of Examinations.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
SCHOOLS FOR SPECIAL INSTRUCTION—*concluded.*										
Teachers' examinations for those who are not students of a training school.	Males	...	...	...	...	...	...	...	*99	99
	Females	...	...	...	...	...	...	...	...	..
School of Art examinations.	Males	1	...	...	1	31	...	...	...	31
	Females	...	...	..	...	...	...	...	...	...
Engineering school examinations:—										
Overseer examinations	Males	2	...	...	2	50	...	...	...	50
	Females	...	...	...	...	...	...	...	...	...
Sub-overseer examination.	Males	6	...	...	6	91	...	...	...	91
	Females	...	...	...	...	...	...	...	...	...
Examinations in surveying	Males	4	...	..	4	82	...	...	...	82
	Females	...	...	...	...	...	...	...	...	...
Industrial school examinations.	Males	5	...	...	5	50	...	...	...	50
	Females	...	...	...	...	...	...	...	...	...
Commercial school examinations. (Final).	Males	1	...	1	2	13	...	17	...	30
	Females	...	...	...	...	...	...	...	...	...
Ditto special ...Males		1	...	...	1	67	...	...	...	67
Title or other oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade—										
Sanskrit ...	Males		245		245		607			607
	Females	...	...	...	...		1			1
Arabic ..	Males	1	...	...	1	6	...	...	...	6
	Females	...	...	...	...	...	...	...	...	...
Persian ...	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Pali	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Other school examinations—										
Sanskrit second examination.	Males		480		480		1,247			1,247
	Females	...	...	...	...		2			2
Sanskrit first examination.	Males		675		675		1,383			1,383
	Females	...	...	...	...		3			3
Madrasah examination.	Higher standard.	4	7	...	11	137	105	...	12	254
	Lower standard.	4	7	...	11	175	115	..	26	316

* These are teachers who appeared and passed in the art of

GENERAL TABLE VI—*concld.*

in the Presidency of Bengal for the official year 1916-17.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
							Brahmans.	Non-Brahmans.				
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	*50	50	...	...	18	24	8	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..
28	...	...	...	28	...	2	10	15	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
30	...	...		30	1	...	8	21	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
56	...	...	...	56	1	1	12	41	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
51	...	...	...	51	...	...	13	33	4	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...
36	...	...	...	36	...	1	4	22	9	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	7	...	9	...	...	2	6	...	...	...	1
...	...	...	..	...	...	...	...	...	...	...	...	...
36	...	...	...	36	...	...	15	15	...	2	...	4
	307			307	...	...	279	28	...	...	...	...
	1			1	...	...	1	...	...	...	...	...
5	...	...	...	5	...	...	...	...	5	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
	668			668	...	...	615	53	...	...	...	...
	2			2	...	...	1	1	...	...	...	...
	583			583	...	...	523	60	...	...	...	...
	3			3	...	...	...	3	...	...	...	...
112	73	...	6	191	...	...	...	...	191	...	...	...
121	71	...	14	206	...	...	...	...	206	...	...	...

teaching examination from different schools.

EDUCATION—

Return showing the Distribution of District Board and Municipal Expenditure

Objects of Expenditure.	Expenditure by District: In Institutions managed: Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Local funds.
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.					Rs.	Rs.
Arts Colleges.						
English ... For males ...	...	...	...	...	...	...
„ females ...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
Law ... For males ...	...	...	...	...	...	...
„ females ...	...	...	...	...	...	...
Total for Colleges ...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.						
Secondary Schools.						
High Schools for males ...	...	...	...	...	...	...
Middle Schools for males. English ...	40	4,007	3,807	3,071	...	17,729
Vernacular ...	44	2,925	2,724	2,168	...	20,427
High Schools for females ...	...	...	...	...	...	...
Middle Schools for females. English ...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools ...	**84**	**6,932**	**6,531**	**5,239**	**...**	**38,156**
Primary Schools.						
Primary Schools... For males ...	2,803	128,347	122,041	95,046	1,457	3,37,386
„ females...	21	744	761	575	...	4,417
Total for Primary Schools ...	**2,824**	**129,091**	**122,802**	**95,621**	**1,457**	**3,41,803**
SCHOOL EDUCATION—SPECIAL.						
Training Schools ... For males ...	...	...	...	...	...	...
„ females ...	...	...	...	...	...	...
Schools of Art ... „ males ...	...	...	...	...	...	...
„ females ...	...	...	...	...	...	...
Medical Schools ... „ males ...	...	...	...	...	...	...
„ females ...	...	...	...	...	...	...
Engineering and Surveying Schools. „ males ...	...	...	...	...	...	...
„ females...	...	...	...	...	...	...
Technical and Industrial Schools. „ males ...	7	415	370	301	1,320	33,074
„ females...	...	...	...	...	...	...
Commercial Schools „ males ...	...	...	...	...	...	...
„ females ...	...	...	...	...	...	...
Other Schools ... „ males ...	...	...	...	...	...	...
„ females ...	...	...	...	...	...	...
Total for Special Schools ...	**7**	**415**	**370**	**301**	**1,320**	**33,074**
Total Direct Expenditure ...	**2,915**	**136,438**	**129,703**	**101,161**	**2,777**	**4,13,033**

* Includes Rs. 300 from Local Fund paid

GENERAL TABLE VII.

on Public Instruction in the Presidency of Bengal for the official year 1916-17.

BOARDS ON PUBLIC INSTRUCTION.

BY DISTRICT BOARDS.					IN INSTITUTION MANAGED BY—			
Municipal funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	Total Local Fund Expenditure on Public Instruction.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	5,041*	5,041
...	30,282	...	2,736	50,747	...	...	1,57,929	1,75,658
...	11,830	...	1,003	33,260	...	...	20,557	40,984
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	15	15
...	...	...	...	...	...	...	140	140
...	**42,112**	...	**3,739**	**84,007**	...	...	**1,83,682**	**2,21,838**
...	1,99,701	351	12,952	5,51,847	44	...	10,32,236	13,69,666
...	...	...	...	4,417	356	...	2,09,335	2,14,108
...	**1,99,701**	**351**	**12,952**	**5,56,264**	**400**	...	**12,41,571**	**15,83,774**
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
48	4,826	4,681	6,278	50,227	2,388	...	...	35,462
...	...	...	...	...	1,142	..	...	1,142
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	32,753	32,753
...	...	...	...	...	...	...	1,967	1,967
48	**4,826**	**4,681**	**6,278**	**50,227**	**3,530**	...	**34,720**	**71,324**
48	**2,46,639**	**5,032**	**22,969**	**6,90,498**	**3,930**	...	**14,59,973**	**18,76,936**

to an unaided High English School.

EDUCATION—

Return showing the Distribution of District Board and Municipal Expenditure on Public

Objects of Expenditure.	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure by Municipal Institutions managed by: Provincial revenues.	Expenditure by Municipal Institutions managed by: Municipal funds.
	17	18	19	20	21	22
UNIVERSITY EDUCATION.					Rs.	Rs.
Arts Colleges.						
English ... For males ...	1	160	156	134	7,848	190
„ females ...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
Law ... For males ...	1	4	4	3	...	...
„ females ...	...	...	...	...	...	...
Total for Colleges ...	**2**	**164**	**160**	**137**	**7,848**	**190**
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
High Schools for males	4	1,988	1,884	1,614	7,367	2,603
Middle Schools for males. English ...	3	667	612	501	...	880
Middle Schools for males. Vernacular ...	...	...	...	...	...	...
High Schools for females ...	...	...	...	...	...	...
Middle Schools for females. English ...	1	63	65	54	1 643	855
Middle Schools for females. Vernacular ...	1	108	85	55	480	1,053
Total for Secondary Schools ...	**9**	**2,826**	**2,646**	**2,224**	**9,490**	**5,391**
Primary Schools.						
Primary Schools For males ...	6	323	333	268	19	1,336
„ females ...	2	57	62	40	...	468
Total for Primary Schools ...	**8**	**380**	**395**	**308**	**19**	**1,804**
SCHOOL EDUCATION, SPECIAL.						
Training Schools ... For males ...	...	...	...	...	...	...
„ females	...	...	...	...	...	..
Schools of Art ... „ males ...	...	...	...	...	...	...
„ females ...	...	...	...	...	...	...
Medical Schools ... „ males ...	...	...	...	...	...	..
„ females ...	...	...	...	...	...	...
Engineering and Surveying Schools. „ males ...	...	...	...	...	...	...
„ females	...	...	...	...	...	...
Technical and Industrial Schools. „ males .	...	...	...	...	...	...
„ females	...	...	...	...	...	...
Commercial Schools „ males ...	...	...	...	...	...	...
„ females	...	...	...	...	...	...
Other Schools ... „ males ...	...	...	...	...	...	...
„ females	...	...	...	...	...	...
Total for Special Schools ...	**...**	**...**	**...**	**...**	**...**	**..**
Total Direct Expenditure ...	**19**	**3,370**	**3,201**	**2,669**	**17,357**	**7,385**

* Includes Rs. 2,700 from Municipal Fund
† „ „ 52 „ „ „

GENERAL TABLE VII—*contd.*

Instruction in the Presidency of Bengal for the official year 1916-17.

BOARDS ON PUBLIC INSTRUCTION.

MUNICIPAL BOARDS.					IN INSTITUTIONS MANAGED BY—				
Local funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of District and Municipal Boards on Public Instruction.
23	24	25	26	27	28	29	30	30	31
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	9,702	...	...	17,740	...	...	...	190	190
...	...	...	...	...	...	...	...	...	...
...	214	...	...	214	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	**9,916**	...	...	**17,954**	...	...	...	**190**	**190**
...	38,868	...	403	49,241	...	...	10,413*	13,016	18,057
...	6,873	...	...	7,753	...	...	14,872†	15,752	1,91,410
...	...	...	...	...	...	...	192	192	41,176
...	...	...	...	...	...	...	1,611	1,611	1,611
...	393	...	118	3,009	...	...	10,116	10,971	10,986
...	96	...	...	1,629	...	...	2,595	3,648	3,788
...	**46,230**	...	**521**	**61,632**	...	..	**39,799**	**45,190**	**2,67,028**
...	1,087	..	...	2,442	40	...	90,417	91,793	14,61,459
...	36	...	...	504	123	...	32,001	32,592	2,46,700
...	**1,123**	...	...	**2,946**	**163**	...	**1,22,418**	**1,24,385**	**17,08,159**
...	...	...	...	...	...	...	...	..	...
...	...	..	...	...	...	...	320	320	320
...	...	...	...	...	...	...	450	450	450
...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	48	107	155	35,617
...	...	...	...	...	...	...	...	...	1,142
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	12,592	12,592	45,345
...	...	...	...	...	...	...	720	720	2,687
...	...	...	...	...	...	**48**	**14,189**	**14,237**	**85,561**
...	**57,269**	...	**521**	**82,532**	**163**	**48**	**1,76,406**	**1,84,002**	**20,60,938**

paid to some unaided High English Schools.
„ „ an unaided Middle English School.

EDUCATION—

Return showing the Distribution of District Board and Municipal Expenditure

Objects of Expenditure.	Expenditure by District — In Institutions managed					
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Local funds.
— 1	2	3	4	5	6	7
INDIRECT EXPENDITURE.					Rs.	Rs.
Buildings, furniture and apparatus	...	...	...	...	20	1,65,542
Direction	...	...	...	...	...	...
Inspection	..	...	...	...	...	...
Scholarships held in—						
Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...
Total charges for scholarships ...	...	..	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Total indirect expenditure ...	...	...	...	...	**20**	**1,65,542**
Grand Total ...	**2,915**	**136,438**	**129,703**	**101,161**	**2,797**	(*b*) **5,78,575**

(*b*) Includes Rs. 390,423 spent through the agency of
(*c*) Ditto „ 606,017 Ditto. ditto
(*d*) Includes Rs. 2,400 from local

GENERAL TABLE VII—*contd.*

on Public Instruction in the Presidency of Bengal for the official year 1916-17.

BOARDS ON PUBLIC INSTRUCTION.								
BY DISTRICT BOARDS.					IN INSTITUTIONS MANAGED BY—			Total Local Fund expenditure on Public Instruction.
Muncipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total	Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. (*d*)	Rs.
...	...	680	840	1,67,082	75	...	39,894	2,05,511
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	**49,048**
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	791
...	...	...	...	...	...	...	...	12,688
...	...	...	...	...	...	...	...	23,719
...	...	...	...	...	...	...	...	5,796
...	...	...	...	...	...	...	..	276
...	...	...	...	...	...	...	...	5,431
...	...	...	...	...	...	...	...	4,512
...	...	...	...	...	...	...	...	**53,213**
...	...	..	...	...	...	...	...	**41,040**
...	...	**680**	**840**	**1,67,082**	**75**	...	**39,894**	**3,48,812**
48	**2,46,639**	**5,712**	**23,809**	**8,57,580**	**4,005**	...	(*c*)**14,99,867**	**22,25,748**

District Boards from Imperial grants.
ditto ditto.
fund paid to unaided schools.

EDUCATION—

Return showing the Distribution of District Board and Municipal Expenditure

OBJECTS OF EXPENDITURE.	EXPENDITURE BY MUNICIPAL					
	IN INSTITUTIONS MANAGED					
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.
1	17	18	19	20	21	22
INDIRECT EXPENDITURE.					Rs.	Rs.
Buildings, furniture and apparatus	...	...	...	...	6,602	5,028
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships held in—						
Arts Colleges	...	..	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Total indirect expenditure ...	...	...	...	...	**6,602**	**5,028**
Grand Total ...	**19**	**3,370**	**3,201**	**2,669**	**23,959**	**12,413**

(*d*) Includes Rs. 34,700 spent through
(*e*) Includes Rs. 100 from Municipal

GENERAL TABLE VII—*concld.*

on Public Instruction in the Presidency of Bengal for the official year 1916-17.

BOARDS ON PUBLIC INSTRUCTION.									
BY MUNICIPAL BOARDS.					IN INSTITUTIONS MANAGED BY—			Total Municipal expenditure on Public Instruction.	Total expenditure of District and Municipal Boards on Public Instruction.
Local funds	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. (c)	Rs.	Rs.
...	524	817	4,385	17,356	...	...	9,561	14,589	2,20,100
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	**1,191**	**50,239**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	791
...	...	...	...	...	...	...	...	319	13,007
...	...	...	...	...	...	...	...	1,204	24,923
...	...	...	...	...	...	...	...	68	5,834
...	...	...	...	...	...	...	...	...	276
...	...	...	...	...	...	...	...	400	5,831
...	...	...	...	...	...	...	...	84	4,596
...	...	...	...	...	...	...	...	**2,075**	**55,288**
...	...	...	...	...	...	...	...	**5,682**	**46,722**
...	**524**	**817**	**4,385**	**17,356**	...	...	**9,561**	**23,537**	**3,72,349**
...	**57,793**	**817**	**4,906**	**99,888**	**163**	**48**	(d)**1,85,967**	**2,07,539**	**24,33,287**

the agency of municipal bodies.
Fund paid to some unaided schools.

GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels and Boarding-houses in the Presidency of Bengal for the official year 1916-17.

Class of Hostels and Boarding-houses.	Number of—		Number of boarders who are students of—					Capital expenditure from—					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.		Rs.	Rs.	Rs.	Rs.
Managed by Government—													
Males	211	5,529	981	638	1,621	2	2,287	1,01,479	...	55	1,134	13,721	1,16,389
Females	7	216	17	17	132	3	47	953	...	...	...	...	953
Managed by Local or Municipal Boards—													
Males	6	155	20	...	78	57	...	...	...	...	...	123	123
Females	3	109	...	...	93	...	16	...	...	...	...	...	...
Aided by Government or by Local or Municipal Boards—													
Males	181	7,315	1,100	21	5,659	245	290	27,816	...	6,439	28,315	1,566	64,136
Females	29	2,265	30	...	1,963	174	98	5,000		...	1,740	...	6,740
Unaided—													
Males	315	8,220	1,122	9	6,296	250	543	15,400	...	13,738	19,424	967	49,529
Females	29	1,607	20	...	894	523	170	...	...	...	3,504	...	3,504
Total Males ...	**713**	**21,219**	**3,223**	**668**	**13,654**	**554**	**3,120**	**1,44,695**	...	**20,232**	**48,873**	**16,377**	**2,30,177**
Total Females ...	**68**	**4,197**	**67**	**17**	**3,082**	**700**	**331**	**5,953**	...	...	**5,244**	...	**11,197**
Grand Total ...	**781**	**25,416**	**3,290**	**685**	**16,736**	**1,254**	**3,451**	**1,50,648**	...	**20,232**	**54,117**	**16,377**	**2,41,374**

EDUCATION—GENERAL TABLE IX.

Return showing the number and qualification of teachers in the Presidency of Bengal for the official year 1916-17.

		In Primary Schools.						In Middle Schools.						In High Schools.						In Colleges.						Grand Total.
		Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
In Schools for Indians.	Teachers of Vernacular.																									
	Trained	169	2,188	4	4,975	316	7,652	18	150	8	1,794	866	2,836	67	...	6	351	340	764	...	...	...	...	...	...	11,252
	Untrained	171	2,562	13	33,088	5,093	40,927	19	150	16	2,061	1,316	3,562	68	...	7	404	747	1,226	...	...	...	...	...	...	45,715
	Total ...	340	4,750	17	38,063	5,409	48,579	37	300	24	3,855	2,182	6,398	135	...	13	755	1,087	1,990	...	...	...	...	...	...	56,967
	Anglo-Vernacular Teachers and Teachers of Classical Languages.																									
	Trained	...	...	...	1	...	1	1	...	...	7	...	8	86	...	1	43	22	152	4	...	...	11	3	18	179
	Untrained	...	9	...	265	15	289	19	96	14	2,440	1,633	4,202	480	...	76	2,917	4,463	7,936	187	...	10	192	213	602	13,029
	Total ...	...	9	...	266	15	290	20	96	14	2,447	1,633	4,210	566	...	77	2,960	4,485	8,088	191	...	10	203	216	620	13,208
	Possessing a degree	...	...	...	1	...	1	3	...	...	40	17	60	220	...	20	884	1,284	2,408	180	...	7	168	203	558	3,027
	Possessing no degree	...	9	...	265	15	289	17	96	14	2,407	1,616	4,150	346	...	57	2,076	3,201	5,680	11	...	3	35	13	62	10,181
	Total ...	...	9	...	266	15	290	20	96	14	2,447	1,633	4,210	566	...	77	2,960	4,485	8,088	191	...	10	203	216	620	13,208
In Schools for Europeans.	Trained	...	...	...	7	...	7	...	...	...	73	4	77	4	...	...	101	22	127	...	...	...	...	...	...	211
	Untrained	...	...	...	57	...	57	...	...	...	128	2	130	18	...	...	122	8	148	...	...	...	...	...	...	335
	Total ...	...	...	...	64	...	64	...	...	...	201	6	207	22	...	...	223	30	275	...	...	...	...	...	...	546
	Possessing a degree	...	...	...	1	...	1	...	...	...	8	...	8	3	...	...	31	1	35	...	...	...	...	...	...	44
	Possessing no degree	...	...	...	63	...	63	...	...	...	193	6	199	19	...	...	192	29	240	...	...	...	...	...	...	502
	Total ...	...	...	...	64	...	64	...	...	...	201	6	207	22	...	...	223	30	275	...	...	...	...	...	...	546
	Grand Total of all Teachers.	340	4,759	17	38,393	5,424	48,933	57	396	38	6,503	3,821	10,815	723	...	90	3,938	5,602	10,353	191	...	10	203	216	620	70,721

EDUCATION—GENERAL TABLE X.

Return showing the classification of pupils by ages in the Presidency of Bengal for 1916-17.

Ages.	Schools for General Education.													Arts Colleges.							Grand Total.
	Infants.		I	II	III	IV	V	VI	VII	VIII	IX	X	Total.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year or post graduate class.	Total.	
	A	B																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Below 5 ...	43,529	6,854	100	...	...	...	...	...	...	...	...	...	50,483	...	...	...	...	...	...	...	50,483
5 to 6 ...	114,392	70,413	7,071	938	11	...	...	...	...	...	...	...	192,825	...	...	...	...	...	...	...	192,825
6 to 7 ...	140,954	91,011	28,025	8,004	888	90	1	...	...	...	...	...	268,973	...	...	...	...	...	...	...	268,973
7 to 8 ...	103,917	89,638	43,395	24,914	4,511	783	14	...	...	...	...	...	267,172	...	...	...	...	...	...	...	267,172
8 to 9 ...	47,729	67,040	51,529	34,384	13,202	3,662	518	63	...	...	...	...	218,127	...	...	...	...	...	...	...	218,127
9 to 10 ...	23,975	43,161	49,024	39,825	23,139	9,990	1,965	859	33	1	...	...	191,972	...	...	...	...	...	...	...	191,972
10 to 11 ...	8,933	18,724	43,167	41,657	27,019	16,667	6,519	2,280	272	16	1	...	165,255	...	...	...	...	...	...	...	165,255
11 to 12 ...	3,501	6,690	23,847	30,332	22,605	18,438	10,226	6,193	1,325	117	2	...	123,276	...	...	...	...	...	...	...	123,276
12 to 13 ...	1,189	3,185	10,483	15,440	15,953	14,552	11,521	8,158	4,270	1,819	161	...	86,731	...	...	...	...	...	...	...	86,731
13 to 14 ...	627	1,675	6,213	8,368	10,080	10,131	9,849	10,191	6,828	4,029	879	66	68,936	...	...	...	...	...	...	...	68,936
14 to 15 ...	471	1,089	2,974	3,453	5,342	6,515	6,972	8,434	7,447	6,741	3,570	497	53,505	...	...	...	...	...	...	...	53,505
15 to 16 ...	365	958	1,752	1,319	2,578	3,255	4,280	5,369	5,461	5,614	5,034	3,089	39,074	...	...	...	...	...	...	...	39,074
16 to 17 ...	279	656	2,069	436	530	1,400	2,043	3,327	3,700	4,233	4,562	4,864	28,099	727	9	...	...	...	...	736	28,835
17 to 18 ...	275	218	295	237	160	333	665	1,704	1,654	3,007	3,374	4,438	16,360	1,438	696	102	...	...	...	2,236	18,596
18 to 19 ...	187	219	307	162	12	59	216	755	724	1,260	2,080	3,371	9,352	1,294	1,712	396	24	...	...	3,426	12,778
19 to 20 ...	317	313	245	203	17	16	61	145	309	501	1,087	1,973	5,187	844	1,665	788	816	...	...	4,113	9,300
Over 20 ...	842	907	563	358	10	3	6	34	109	165	525	1,497	5,019	921	2,594	1,241	2,808	225	178	7,967	12,986
Total ...	**491,482**	**402,751**	**271,059**	**210,030**	**126,057**	**85,894**	**54,856**	**47,512**	**32,132**	**27,503**	**21,275**	**19,795**	**1,790,346**	**5,224**	**6,676**	**2,527**	**3,648**	**225**	**178**	**18,478**	**1,808,824**

Statement showing particulars of Maktabs, Tols, Pathshalas, Kyaung and Mulla Schools in the Presidency of Bengal for 1916-17.

PARTICULARS.	Classed in General Table III as "Primary Schools."	Classed in General Table III as "Other Schools."	Classed in General Table III as "Private Institutions."	Total.
1	2	3	4	5
MAKTABS.				
1. Institutions ... Males ...	5,185	115	1,245	6,545
Females ...	1,363	53	219	1,635
2. Pupils ... Males ...	160,662	2,704	25,458	188,824
Females ...	42,420	1,709	7,393	51,522
3. Expenditure from Provincial funds.	35,538	945	378	36,861
4. Expenditure from District or Local funds.	194,076	6,130	18	200,224
5. Expenditure from Municipal funds.	25,146	425	...	25,571
6. Fees	233,730	784	5,452	239,966
7. Other sources	61,426	8,612	9,745	79,783
Total expenditure ...	**549,916**	**16,896**	**15,593**	**582,405**
TOLS.				
1. Institutions ... Males ...	...	541	50	591
Females ...	...	...	...	...
2. Pupils ... Males ...	...	6,431	388	6,819
Females ...	...	13	...	13
3. Expenditure from Provincial funds.	...	27,217	...	27,217
4. Expenditure from District or Local funds.	...	15,443	44	15,487
5. Expenditure from Municipal funds.	...	5,683	60	5,743
6. Fees	...	160	...	160
7. Other sources	...	93,147	...	93,147
Total expenditure ...	**...**	**141,650**	**104**	**141,754**
PATHSHALAS.				
1. Institutions ... Males ...	...	...	4	4
Females ...	...	...	...	...
2. Pupils ... Males ...	...	...	266	266
Females ...	...	...	...	...
3. Expenditure from Provincial funds.	...	...	...	...
4. Expenditure from District or Local funds.	...	...	...	...
5. Expenditure from Municipal funds.	...	...	...	...
6. Fees	...	...	80	80
7. Other sources	...	...	...	...
Total expenditure ...	**...**	**...**	**80**	**80**

PARTICULARS.	Classed in General Table III as "Primary Schools."	Classed in General Table III as "Other Schools."	Classed in General Table III as "Private Institutions."	Total.
1	2	3	4	5
KYAUNG SCHOOLS.				
1. Institutions ... Males ...	...	...	73	73
Females ...	...	...	1	1
2. Pupils ... Males ...	...	...	1,050	1,050
Females ...	...	...	15	15
3. Expenditure from Provincial funds.	...	...	...	...
4. Expenditure from District or Local funds.	...	...	...	...
5. Expenditure from Municipal funds.	...	...	...	...
6. Fees	...	...	...	...
7. Other sources	...	...	...	...
Total expenditure ...	...	...	...	...
MULLA SCHOOLS.				
1. Institutions ... Males ...	...	...	...	...
Females ...	...	...	...	...
2. Pupils ... Males ...	...	...	...	...
Females ...	...	...	...	...
3. Expenditure from Provincial funds.	...	...	...	...
4. Expenditure from District or Local funds.	...	...	...	...
5. Expenditure from Municipal funds.	...	...	...	...
6. Fees	...	...	...	...
7. Other sources	...	...	...	...
Total expenditure ...	...	...	...	...

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(General).

SPECIAL TABLES (GENERAL).

No. 1.

Schools for Indians and their pupils according to management.

MANAGEMENT.	1901-02.					1906-07.				
	SCHOOLS.		PUPILS.			SCHOOLS.		PUPILS.		
	Males.	Females.	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10	11
Public management.										
Government ...	90	1	14,104	175	14,279	290	8	18,811	657	19,468
Native States ...	893	12	13,645	653	14,298	423	10	8,541	439	8,980
Board ...	253	6	15,484	664	16,148	249	1	18,668	946	19,614
Total ...	1,236	19	43,233	1,492	44,725	962	19	46,020	2.042	48,062
Private management										
Aided	24,670	1,291	739,505	49,246	788,751	28,468	2,775	868,018	94,059	962,077
Unaided	7,978	148	178,415	5,645	184,060	6,979	491	176,636	13,037	189,673
Total ...	32,648	1,439	917,920	54,891	972,811	35,447	3,266	1,044,654	107,096	1,151,750
GRAND TOTAL ...	33,884	1,458	961,153	56,383	1,017,536	36,409	3,285	1,090,674	109,138	1,199,812

MANAGEMENT.	1911-12.					1916-17.				
	SCHOOLS.		PUPILS.			SCHOOLS.		PUPILS.		
	Males.	Females.	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Total.
	12	13	14	15	16	17	18	19	20	21
Public management.										
Government ...	492	88	27,716	6,348	34,064	317	78	25,973	4,139	30,112
Native States ...	174	8	7,460	528	7,988	...	...	...	...	...
Board ...	260	2	21,040	1,446	22,486	2,907	25	135.100	4,544	139,644
Total ...	926	98	56,216	8,322	64,538	3,224	103	161,073	8,683	169,756
Private management.										
Aided	31,628	2,864	1,031,025	146,871	1,177,896	27,796	7,906	1,069,040	238,420	1,307,460
Unaided	9,714	600	2,601,013	30,461	291,474	5,439	1,506	308,424	37,348	345,772
Total ...	41,342	3,464	1,292,038	177,332	1,469,370	33,235	9,412	1,377,464	275,768	1.653,232
GRAND TOTAL ...	42,268	3,562	1,348,186	185,722	1,533,908	36,559	9,515	1,538 537	284,451	1,822,988

No. 2.

Schools for Indians and their pupils by classes.

Classes.	1901-02.				1906-07.				1911-12.				1916-17.			
	Institutions.	Pupils.			Institutions.	Pupils.			Institutions.	Pupils.			Institutions.	Pupils.		
		Males.	Females.	Total.		Males.	Females.	Total.		Males.	Females.	Total.		Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Public Schools.																
Secondary ... Boys	1,471	150,167	330	150,497	1,441	146,923	364	147,287	1,528	192,101	447	192,548	2,649	399,362	320	399,682
Secondary ... Girls	19	181	1,414	1,595	40	309	3,070	3,379	51	279	5,268	5,547	64	251	7,316	7,567
Primary ... Boys	32,024	791,434	27,103	818,537	33,954	907,222	46,233	953,455	36,334	1,045,626	78,883	1,424,509	32,588	1,095,302	64,484	1,159,786
Primary ... Girls	1,430	1,378	35,219	36,597	3,218	2,173	70,215	72,388	3,112	1,700	79,372	81,072	9,362	3,788	210,291	214,079
Training ... Boys	19	568	44	612	119	1,703	52	1,755	2,137	3,470	78	3,548	124	2,444	...	2,444
Training ... Girls	9	16	472	488	18	11	280	291	13	15	134	149	9	...	123	123
Other special schools. Boys	370	9,098	112	9,210	893	20,286	733	21,019	4,193	12,876	304	113,180	1,098	36,539	425	36,964
Other special schools. Girls	...	...	...	...	11	33	205	238	386	53	13,302	13,355	80	79	2,264	2,343
Total ...	35,342	952,842	64,694	1,017,536	39,694	1,078,660	121,152	1,199,812	45,830	1,356,220	177,688	1,533,908	45,974	1,537,765	285,223	1,822,988
Private Schools.																
Arabic or Persian. Boys	934	10,641	129	10,770	844	9,836	268	10,104	448	6,079	230	6,309	107	5,248	...	5,248
Arabic or Persian. Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sanskrit ... Boys	871	7,568	...	7,568	725	6,289	...	6,289	392	3,911	...	3,911	50	388	...	388
Sanskrit ... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Koran ... Boys	503	6,111	399	6,510	373	5,124	321	5,445	318	4,195	380	4,575	1,245	25,116	4,547	29,663
Koran ... Girls	15	24	175	199	17	27	254	281	24	6	371	377	219	342	2,846	3,188
Elementary ... Boys	3,501	31,153	350	31,503	2,565	23,892	692	24,584	2,261	24,997	1,082	26,079	103	2,582	64	2,646
Elementary ... Girls	8	...	138	138	5	...	55	55	5	...	84	84	25	...	478	478
Miscellaneous Boys	89	2,091	33	2,124	243	5,937	95	6,032	380	10,963	180	11,143	446	18,119	615	18,734
Miscellaneous Girls	10	24	353	377	14	5	1,229	1,234	30	64	1,803	1,867	74	30	2,545	2,575
Total ...	5,931	57,612	1,577	59,189	4,786	51,110	2,914	54,024	3,858	50,215	4,130	54,345	2,269	51,825	11,095	62,920
Grand Total ...	41,273	1,010,454	66,271	1,076,725	44,480	1,129,770	124,066	1,253,836	49,688	1,406,435	181,818	1,588,253	48,243	1,589,590	296,318	1,885,908

No. 3.

Literacy of the total population.

	Number of literates per 1,000.	Number of literates in English per 10,000.
Males	69·2	154·9
Females	13·5	3·9

No. 4.

Scholarships in Arts and Professional Colleges.

		1906-07.	1911-12.	1916-17.
Number of scholarships	No.	544	646	1,406
Expenditure on account of scholarships	Rs.	1,15,016	1,69,044	2,25,600

No. 5.

Secondary Schools for Indian boys.

	SECONDARY ENGLISH.														SECONDARY VERNACULAR.						
	HIGH SCHOOLS.							MIDDLE ENGLISH SCHOOLS.							MIDDLE VERNACULAR SCHOOLS.						
	Public management.				Private management.			Public management.				Private management.			Public management.				Private management.		
	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1901-02.																					
Institutions ...	36	4	2	42	169	149	318	2	20	13	35	410	145	555	17	111	8	136	328	57	385
Pupils Males	10,097	1,694	313	12,104	30,093	36,284	66,377	307	1,691	916	2,914	29,635	9,453	39,088	1,146	5,700	421	7,267	18,864	3,503	22,367
Pupils Females	...	...	...	...	6	3	9	...	3	2	5	73	30	103	...	17	1	18	184	11	195
1906-07.																					
Institutions ...	38	3	2	43	182	165	347	3	32	16	51	487	104	591	18	105	4	127	246	36	282
Pupils Males	9,346	1,156	413	10,915	29,827	37,707	67,534	268	2,530	1,316	4,114	33,704	6,469	40,173	1,257	6,654	207	8,118	13,828	2,241	16,069
Pupils Females	...	...	...	...	2	2	4	...	25	10	35	132	30	162	1	27	...	28	121	14	135
1911-12.																					
Institutions ...	39	2	2	43	194	156	350	6	50	19	75	537	165	702	17	88	3	108	196	54	250
Pupils Males	12 413	621	550	13.584	42,017	45,886	87,903	864	5,316	1,776	7,956	45,313	13,349	58,662	1,329	5,786	207	7,322	12,578	4.096	16,674
Pupils Females	...	...	...	...	12	15	27	...	3	4	7	172	85	257	2	4	1	7	126	23	149
1916-17.																					
Institutions ...	41	4	...	45	259	394	653	5	43	...	48	885	669	1,554	2	44	...	46	274	29	303
Pupils Males	14,689	1,988	...	16,677	77,105	124,287	2,001,392	664	4,666	...	5,330	90,585	64,256	154,841	103	2,909	...	3,012	16,421	1,693	18,114
Pupils Females	...	...	...	...	...	1	1	...	8	...	8	90	90	180	...	16	...	16	107	4	111

No. 6.

Average annual cost of a Secondary (English and Vernacular) School and that of a Primary School for Indian boys.

		1901-02.	1906-07.	1911-12.	1916-17.
English Secondary Schools.					
Total expenditure ...	Rs.	20,06,626	23,30,763	30,38,875	70,66,818
Number of Schools ...	No.	951	1,032	1,170	2,300
Average cost ...	Rs.	2,110·01	2,258·49	2,597·34	3,072·53
Vernacular Secondary Schools.					
Total expenditure ...	Rs.	2,40,692	2,12,342	1,89,151	1,99,558
Number of Schools ...	No.	521	409	358	349
Average cost ...	Rs.	461·98	841·17	528·35	571·79
Primary Schools.					
Total expenditure ...	Rs.	20,99,976	25,50,768	29,90,071	3,797,976
Number of schools ...	No.	32,234	33,954	36,334	32,588
Average cost ...	Rs.	65·14	75·12	82·58	116·54

No. 7.

Range of pay of teachers in different classes of schools for Indians.

Grade and class of schools.					Range of pay.	
					Rs.	Rs.
1. Best high school	under	public	management	...	15	300
2. Ditto	ditto	private	ditto	...	8	300
3. Best middle	ditto	public	ditto	...	8	80
4. Ditto	ditto	private	ditto	...	7	55
5. Best primary	ditto	public	ditto	...	5	22
6. Ditto	ditto	private	ditto	...	4	27

No. 8.

Boys in different divisions of the secondary stage in Secondary Schools for Indians.

Stage.	1906-07.	1911-12	1916-17.
High stage	32,965	42,527	99,309
Middle ,, ...	27,703	39,223	96,070
Total ...	60,668	81,750	195,379
Middle vernacular stage	3,741	3,464	3,917
Grand Total ...	64,409	85,214	199,296

No. 9.

Expenditure on Secondary Schools for Indian boys.

CLASS OF INSTITUTIONS.	PUBLIC FUNDS.					PRIVATE SOURCES.			GRAND TOTAL.
	Provincial revenues.	District funds.	Municipal funds.	Native State revenues.	Total.	Fees.	Other sources.	Total.	
1	2	3	4	5	6	7	8	9	10
1906-07.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
High ..	3,04,074	2,967	6,419	7,634	3,21,094	11,69,306	3,05,941	14,75,247	17,96,341
Middle English	29,681	95,724	6,749	14,442	1,46,596	2,26,409	1,61,417	3,87,826	5,34,422
Middle Vernacular	22,776	62,655	3,601	1,581	90,613	74,350	47,379	1,21,729	2,12,342
Total ...	3,56,531	1,61,346	16,769	23,657	5,58,303	14,70,065	5,14,737	19,84,802	25,43,105
1911-12.									
High ...	3,28,641	2,175	11,601	10,989	3,53,406	16,38,129	3,32,814	19,70,943	23,24,349
Middle English ...	39,611	1,05,573	9,840	19,841	1,74,865	3,51,851	1,87,810	5,39,661	7,14,526
Middle Vernacular	23,351	49,742	1,175	1,183	75,451	71,867	41,833	1,13,700	1,89,151
Total ...	3,91,603	1,57,490	22,616	32,013	6,03,722	20,61,847	5,62,457	26,24,304	32,28,026
1916-17.									
High ...	5,42,142	5,041	12,716	...	5,59,899	40,62,621	4,59,084	45,21,705	50,81,604
Middle English ...	1,22,395	1,75,658	9,001	...	3,07,054	12,60,930	4,17,230	16,78,160	19,85,214
Middle Vernacular	38,761	40,984	192	...	79,937	83,878	35,743	1,19,621	1,99,558
Total ...	7,03,298	2,21,683	21,909	...	9,46,890	54,07,429	9,12,057	63,19,486	72,66,376

No. 10.

Expenditure on Scholarships in Secondary and Primary Schools for Indians

YEAR.	SECONDARY SCHOOLS.				PRIMARY SCHOOLS.			
	Number of scholarships.	Public sources.	Private sources.	Total.	Number of scholarships.	Public sources.	Private sources.	Total.
1	2	3	4	5	6	7	8	9
1911-12.		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.
Boys ...	870	68,306	5,323	73,629	874	20,930	1,105	32,035
Girls ...	36	806	36	842	56	1,002	260	1,262
Total ...	906	69,112	5 359	74,471	930	21,932	1,365	23,297
1916-17.								
Boys ...	1,572	65,701	7,663	73,364	857	5,832	20	5,852
Girls ...	147	6,313	193	6,506	126	1,507	...	1,507
Total ...	1,719	72,014	7,856	79,870	983	7,339	20	7,359

No. 11.

Primary schools for Indian boys.

	UPPER PRIMARY.							LOWER PRIMARY.							GRAND TOTAL.
	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			
	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1901-02.															
Institutions	6	94	62	162	2,332	64	2,396	3	...	798	801	21,272	7,393	28,665	32,024
Pupils { Males ...	190	5,147	2,236	7,573	99,613	2,391	102,004	38	...	9,628	9,666	549,874	122,317	672,191	791,434
Pupils { Females ...	...	217	69	286	2,553	53	2,606	9	..	280	289	20,623	3,299	23,922	27,103
1906-07.															
Institutions	99	97	3	199	2,655	54	2,709	2	5	387	394	24,300	6,352	30,652	33,954
Pupils { Males ...	4,209	7,744	107	12,060	118,051	2,534	120,585	27	40	6,354	6,781	646,805	120,991	767,796	907,222
Pupils { Females ...	7	832	...	839	3,566	75	3,641	2	29	232	263	35,763	5,727	41,490	46,233
1911-12.															
Institutions	196	41	31	268	2,986	142	3,128	2	71	102	175	24,480	8,283	32,763	36,334
Pupils { Males	8,583	4,142	1,558	18,283	147,630	6,493	154,123	28	5,009	3,103	8,140	694,075	175,005	869,080	1,049,626
Pupils { Females ...	21	10	4	35	6,105	643	6,748	2	1,334	378	1,714	59,340	11,046	80,386	78,883
1916-17.															
Institutions	106	166	...	272	2,813	80	2,893	21	2,643	...	2,664	22,880	3,879	26,759	32,588
Pupils { Males ...	4,226	8,240	...	12,466	143,108	4,173	147,281	720	120,430	...	121,150	766,844	112,045	878,889	1,159,786
Pupils { Females ...															

No. 12.

Primary examinations for Indian boys.

NAME OF EXAMINATION.	Pupils.	CANDIDATES.		PASSED.		Number of pupils per public candidate.	Percentage of passes of public candidates.
		Public students.	Private students.	Public students.	Private students.		
1	2	3	4	5	6	7	8
1911-12.							
Standard VI ...	19,860	14,136	...	11,012	...	1·40	77·90
,, IV ...	36,124	26,889	...	21,527	...	1·34	80·05
,, II ...	155,218	73,482	1	54,973	...	2·11	74·81
1916-17.							
Standard VI ...	46,828	35,273	...	26,934	...	1·33	76·35
,, IV ...	84,888	56,419	...	44,920	...	1·50	79·61
,, II ...	208,948	105,686	...	80,406	...	1·97	76·08

No. 13.

Pupils in the Primary Stage in Primary and Secondary Schools for Indian boys.

STAGE.	PUBLIC MANAGEMENT.					PRIVATE MANAGEMENT.			GRAND TOTAL.
	Government.	District Board.	Municipal.	Native States.	Total.	Aided.	Unaided.	Total	
1	2	3	4	5	6	7	8	9	10
1901-02.									
Stage A ...	2,400	2,506	291	760	5,957	40,655	11,890	52,545	58,502
,, B ...	1,528	6,538	477	8,613	17,156	499,306	85,926	585,232	602,388
,, C ...	350	3,631	172	4,141	8,294	185,164	55,903	241,067	249,361
Total ...	4,278	12,675	940	13,514	31,407	725,125	153,719	878,844	910,251
1906-07.									
Stage A ...	2,815	4,072	267	589	7,743	40,236	11,022	51,258	59,001
,, B ...	3,681	8,972	612	4,179	17,444	510,296	76,988	587,284	604,728
,, C ...	1,167	2,720	143	3,381	7,411	202,996	62,207	365,203	372,614
Total ...	7,663	15,764	1,022	8,149	32,598	753,528	150,217	1,003,745	1,036,343
1911-12.									
Stage A ...	4,934	3,396	558	1,042	9,930	53,141	16,047	69,188	79,118
,, B ...	6,170	9,566	671	2,932	19,339	593,391	116,346	709,737	729,076
,, C ...	1,683	5,211	193	2,962	10,049	322,461	91,120	413,581	423,630
Total ...	12,787	18,173	1,422	6,936	39,318	968,993	223,513	1,192,506	(a) 1,231,824
1916-17.									
Stage A ...	2,736	3,375	609	...	6,720	67,017	42,716	109,733	116,453
,, B ...	3,674	64,506	555	...	68,735	565,049	98,390	663,439	732,174
,, C ...	1,459	65,943	130	...	67,532	383,370	63,642	444,012	511,544
Total ...	7,869	133,824	1,294	...	142,987	1,012,436	204,748	1,217,184	1,360,171

Stage A = Upper Primary stage.
,, B = Lower ditto (Reading printed books).
,, C = ,, ditto (Not reading printed books).
(a) Exclusive of 27 pupils in the middle stage of Primary Schools.

No. 14.

Expenditure on Primary Schools for Indian boys.

Class of Institution.	Public Funds.					Private Funds.			Grand Total.	Average annual cost of—	
	Provincial revenues.	District funds.	Municipal funds.	Native states revenues.	Total.	Fees.	Other Sources.	Total.		A school.	Educating pupil.
1	2	3	4	5	6	7	8	9	10	11	12
1901-02.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Upper Primary Schools.	25,790	1,09,414	14,400	5,477	1,55,121	1,62,619	49,965	2,12,584	3,67,705	143·7	3·2
Lower Primary Schools.	61,277	2,81,561	32,071	6,080	3,80,989	10,97,647	2,42,003	13,39,650	17,20,639	58·4	2·4
Total ...	87,067	3,90,975	46,511	11,557	5,36,110	12,60,266	2,91,968	15,52,234	20,88,344	65·2	2·6
1906-07.											
Upper Primary Schools.	62,295	1,69,339	17,646	8,360	2,57,640	1,95,972	63,729	2,59,701	5,17,341	177·9	3·7
Lower Primary Schools.	96,262	4,82,613	45,692	12,542	6,37,109	11,46,675	2,49,443	13,96,318	20,33,427	65·5	2·4
Total ...	1,58,557	6,51,952	63,338	20,902	8,94,749	13,42,847	3,13,172	16,56,019	25,50,768	...	2·7
1911-12.											
Upper Primary Schools.	1,22,692	1,63,819	20,844	14,190	3,21,475	2,87,301	85,632	3,72,933	6,94,408	204·4	3·8
Lower Primary Schools.	1,01,968	4,19,844	42,715	22,583	5,87,110	13,84,535	3,24,618	17,09,153	22,96,263	69·8	2·3
Total ...	2,24,660	5,83,663	63,559	36,703	9,08,585	16,71,836	4,10,250	20,82,086	29,90,671	82·3	2·6
1916-17.											
Upper Primary Schools.	88,541	2,89,457	17,948	...	3,95,946	3,33,056	59,098	3,92,154	7,88,100	249·004	5·1
Lower Primary Schools.	1,01,198	10,80,269	73,657	...	12,55,064	15,25,898	2,28,914	17,54,812	30,09,876	102·2	3·1
Total ...	1,89,739	13,69,666	91,605	...	16,51,010	18,58,954	2,88,012	21,46,966	37,97,976	116·5	3·4

No. 15.

Training Schools for Indian Masters and Mistresses.

Management.	1911-12.					1916-17.				
	Number of schools.	Pupils.		Candidates.	Passes.	Number of schools.	Pupils.		Candidates.	Passes.
		Males.	Females.				Males.	Females.		
1	2	3	4	5	6	7	8	9	10	11
Training Schools for Teachers of Secondary English Schools.										
State ... { Male	...	...	...	...	...	...	...	...	...	...
State ... { Female	...	...	...	...	...	...	...	...	...	...
Mission ... { Male	...	...	...	...	...	...	...	...	...	...
Mission ... { Female	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...
Training Schools for Teachers of Secondary Vernacular Schools.										
State ... { Male	7	450	...	232	190	5	432	...	165	123
State ... { Female	...	...	...	...	...	...	...	...	...	...
Mission ... { Male	1	30	...	20	9	1	24	...	2*	2†
Mission ... { Female	...	...	...	...	...	3	...	41	18	14
Total ...	8	480	...	252	199	9	456	41	185	139
Training Schools for Teachers of Primary Schools.										
State ... { Male	201	2,998	...	1,233	953	115	1,918	...	1,253	896
State ... { Female	2	...	29	2	2	2	...	38	21	18
Mission ... { Male	3	48	...	5	1	3	70	...	19	13
Mission ... { Female	12	...	142	123	74	4	...	44	39	25
Other privately managed. { Male	...	...	...	...	...	...	...	...	...	...
Other privately managed. { Female	...	...	...	...	...	...	...	...	...	...
Total ...	218	3,046	171	1,363	1,030	124	1,988	82	1,332	942
Grand Total ...	226	3,526	171	1,615	1,229	133	2,444	123	1,517	1,081

* Excluding 31 private. † Excluding 8 private.

No. 16.

Expenditure on Training schools for Indian Masters and Mistresses.

	1911-12.					
	Training Schools for Masters.			Training Schools for Mistresses.		
	Higher grade.	Lower grade (including Guru-Training Schools).	Total.	Higher grade.	Lower grade (including Guru-Training Schools).	Total.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial revenues ...	66,403	2,81,679	3,48,082	...	28,945	28,945
District funds ...	607	395	1,002	...	...	...
Municipal funds ...	47	...	...	...	390	390
Fees	48	13,488	13,535	...	2,962	2,962
Other sources ...	53	9,038	13,891	...	25,957	25,957
Total ...	71,910	3,04,600	3,76,510	...	58,254	58,254
Average cost of educating a pupil.	154·3	99·5	106·7	...	340·6	340·6

	1916-17.					
	Training Schools for Masters.			Training Schools for Mistresses.		
	Higher grade.	Lower grade (including Guru-Training Schools).	Total.	Higher grade.	Lower grade (including Guru-Training Schools).	Total.
	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial revenues ...	82,056	2,17,986	3,00,042	10,441	22,779	33,220
District funds ...	...	...	...	...	...	...
Municipal funds ...	...	...	...	320	...	320
Fees	237	8,813	9,050	3,547	176	3,723
Other sources ...	4,735	9,375	14,110	4,593	4,948	9,541
Total ...	87,028	2,36,174	3,23,202	18,901	27,903	46,804
Average cost of educating a pupil.	190·8	118·7	132·2	461	340·2	380·5

No. 17.

Number of Law Colleges and classes and their pupils.

YEARS.	Government.	Board.	Aided.	Unaided.	Total.
1	2	3	4	5	6
1911-12					
Institutions	4	1	...	4	9
Pupils	727	12	...	407	1,146
Candidates	194	4	...	281	479
Passes	105	3	...	138	246
1916-17.					
Institutions	6	1	...	2	9
Pupils	2,467	4	...	441	2,912
Candidates	753	...	...	51	804
Passes	452	...	...	28	480

No. 18.

Expenditure on Law Colleges and classes.

YEARS.	Provincial Revenues.	District Board.	Municipal Board.	Native States.	Fees.	Endowments, etc.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1911-12 ...	39,725	...	...	...	70,665	...	1,10,390
1916-17 ...	30,000	...	...	...	1,85,879	...	2,15,879

No. 19.

Technical and Industrial schools for Indians and their pupils.

YEARS.	Government.	District Board.	Municipal Board.	Native States.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8
1911-12.							
Institutions ...	7	8	...	...	45	9	69
Pupils ...	226	166	...	...	1,401	247	2,040
1916-17.							
Institutions ...	10	7	...	...	25	10	52
Pupils ...	363	415	...	...	958	266	2,002

No. 20.

Expenditure on Technical and Industrial schools for Indians.

YEARS.	Provincial Revenues.	District Board.	Municipal Board.	Native States.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1911-12 ...	57,470	10,926	3,096	...	6,534	81,203	1,59,229
1916-17 ...	69,547	36,604	155	...	7,092	75,056	1,88,454

No. 21.

Schools for Indian Girls and their pupils.

MANAGEMENT.	SECONDARY.			PRIMARY.			TRAINING.			OTHER SPECIAL.		
	Institutions.	Pupils.		Institutions.	Pupils.		Institutions.	Pupils.		Institutions.	Pupils.	
		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
1906-07.												
Public management.												
Government ...	1	...	182	7	...	448	...	...	...	...	...	...
Board ...	...	...	...	1	...	47	...	...	...	...	...	...
Native States ...	...	...	...	10	12	197	...	...	...	...	...	...
Total ...	1	...	182	18	12	692	...	...	...	...	...	...
Private management.												
Aided ...	36	309	2,734	2,713	1,992	61,507	17	11	245	12	33	244
Unaided ...	3	...	154	487	169	8,016	1	...	35	...	...	...
Total ...	39	309	2,888	3,200	2,161	69,523	18	11	280	12	33	244
1911-12.												
Public management.												
Government ...	1	...	170	86	24	4,085	2	...	29	1	...	61
Board ...	...	...	...	2	...	95	...	...	...	...	...	...
Native States ...	...	...	...	8	9	141	...	...	...	...	...	...
Total ...	1	...	170	96	33	4,321	2	...	29	1	...	61
Private management.												
Aided ...	47	279	4,946	2,535	1,366	65,111	12	...	142	476	527	9,850
Unaided ...	3	...	152	481	301	9,940	...	...	...	82	47	1,551
Total ...	50	279	5,098	3,016	1,667	75,051	12	...	142	558	574	11,401
1916-17.												
Public management.												
Government ...	7	9	1,195	68	24	2,862	2	...	38	1	...	11
Board ...	2	...	171	23	...	801	...	...	...	...	...	...
Native States ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	9	9	1,366	91	24	3,663	2	...	38	1	...	11
Private management.												
Aided ..	53	242	5,764	7,782	3,289	178,100	7	...	85	64	67	2,031
Unaided ..	2	...	186	1,489	475	28,528	...	...	...	15	10	224
Total ...	55	242	5,950	9,271	3,764	206,628	7	...	85	79	77	2,255

No. 22.

Expenditure on schools for Indian girls.

Names of Schools.	Provincial revenues.	District Board and Municipal funds.	Native States.	Fees.	Private sources.	Total.	Total number of schools.	Average monthly attendance.
1	2	3	4	5	6	7	8	9
1906-07.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Secondary ...	67,285	1,484	...	29,817	74,776	1,73,362	40	2,979
Primary	82,056	82,419	3,984	15,539	1,16,839	3,00,837	3,218	60,787
Training	18,554	64	...	3,189	10,665	32,472	18	237
Other special ...	2,035	50	...	32	8,569	10,686	12	257
Total ...	1,69,930	84,017	3,984	48,577	2,10,849	5,17,357	3,288	64,260
1911-12.								
Secondary ...	88,661	6,904	180	47,805	1,06,855	2,50,405	51	5,175
Primary	1,13,630	81,618	7,551	18,104	1,48,030	3,68,933	3,112	76,298
Training	28,945	390	...	2,962	25,957	58,254	14	169
Other special ...	19,224	14,917	...	6,627	27,053	67,821	559	11,569
Total ...	2,50,460	1,03,829	7,731	75,498	3,07,895	7,45,413	3,736	93,211
1916-17.								
Secondary ...	1,82,811	9,325	...	63,446	1,19,955	3,75,537	64	7,012
Primary	1,57,166	2,42,244	...	41,856	1,44,296	5,85,562	9,362	202,638
Training	33,220	320	...	3,723	9,541	46,804	9	132
Other special ...	13,429	3,829	...	1,096	27,429	45,783	80	2,156
Total ...	3,86,626	2,55,718	..	1,10,121	3,01,221	10,53,686	9,515	211,938

No. 23.

Examinations for Indian girls.

Examinations.	1911-12.		1916-17.	
	Candidates.	Passed.	Candidates.	Passed.
1	2	3	4	5
Matriculation	30	24	94	65
Middle English, Standard VI ...	150	135	278	226
,, Vernacular, ,, VI ...				
Upper Primary, ,, IV ...	539	434	796	620
Lower ,, ,, II ...	2,652	1,919	4,719	3,685

No. 24.

Stages of instruction for Indian girls.

Years.	High.	Middle.	Total.	Upper Primary.	Reading printed books.	Not reading printed books.	Total.	Grand Total.
1	2	3	4	5	6	7	8	9
1906-07 ...	143	372	515	1,603	55,897	61,867	119,367	119,882
1911-12 ...	265	443	708	2,092	77,926	83,244	163,262	163,970
1916-17 ...	491	785	1,276	2,167	107,880	171,088	281,135	282,411

No. 25.

Pupils in Secondary and Primary Schools for Indian girls by race or creed.

YEARS.	Europeans and Eurasians.	Native Christians.	Hindus	Muhammadans.	Others.	Total.
1	2	3	4	5	6	7
1906-07 ...	6	5,229	63,993	5,939	600	75,767
1911-12 ...	6	6,387	72,819	6,434	973	86,619
1916-17 ...	90	4,939	109,297	106,084	1,236	221,646

No. 26.

Scholarships for Medical students, 1916-17.

Name of Institution.	Number of scholarship holders.	Aggregate monthly value of scholarships.
		Rs.
1. Medical College, Calcutta	148	2,985
2. Campbell Medical School, Calcutta ...	5	401

No. 27.

Muhammadan pupils under instruction in all classes of schools for Indians.

Institutions.	1896-97.	1901-02.	1906-07.	1911-12.	1916-17.
1	2	3	4	5	6
Public Institutions.					
Secondary ...	14,122	15,252	14,089	23,525	107,476
Primary ...	122,931	113,200	142,780	143,928	680,273
Special ...	1,814	1,726	9,964	101,798	27,321
Total ...	138,867	130,178	166,833	269,251	815,070
Private institutions	17,259	19,116	17,062	13,840	47,183
GRAND TOTAL ...	156,126	149,294	183,895	283,091	862,253

No. 28.

Successful Muhammadan candidates in public examinations.

YEARS.	M. A.	M. Sc.	B. A.	B. Sc.	I. A.	I. Sc.	Matriculation.	Middle.	Upper primary.	Lower primary.
1	2	3	4	5	6	7	8	9	10	11
1911-12 ...	10	...	36	4	93	13	261	1,171	2,663	8,358
1916-17 ...	14	...	103	3	196	24	1,151	6,112	12,615	30,465

No. 29.

Boarding houses for Indians and their inmates.

MANAGEMENT.	1911-12.						1916-17.						
	Number of boarding houses.	Inmates belonging to—					Number of boarding houses.	Inmates belonging to—					
		Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Total.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Special schools.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Government—													
Males ...	197	359	1,113	52	2,527	4,051	210	981	638	1,450	2	2,285	5,356
Females ...	3	...	16	16	...	32	6	17	17	26	3	28	91
Native States—													
Males ...	20	...	317	47	...	364	...	...	...	...	...	...	...
Females ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Board—													
Males ...	5	...	146	66	...	212	6	20	...	78	57	...	155
Females ...	...	...	...	...	...	...	3	...	...	93	...	16	109
Aided—													
Males ...	23	18	500	331	50	899	167	1,100	21	3,673	49	245	5,088
Females ...	24	2	586	523	124	1,235	13	30	...	406	127	56	619
Unaided—													
Males ...	309	5	5,226	2,451	903	8,585	313	1,122	9	5,994	250	543	7,918
Females ...	47	12	577	1,914	252	2,755	28	20	...	854	523	170	1,567
Total ...	628	396	8,481	5,400	3,856	18,133	746	3,290	685	12,574	1,011	3,343	20,903

No. 30.

Expenditure on Boarding houses for Indians.

Sources.	1911-12.	1916-17.
	Rs.	Rs.
Provincial revenues	49,580	1,43,929
Native States	1,616	...
District and Municipal funds ...	2,876	600
Fees	4,13,717	42,233
Subscriptions and endowments ...	2,57,726	89,932
Total	7,25,515	2,76,694

No.

Expenditure on all classes

—	Direct.				
	Secondary Schools.	Primary Schools.	Training Schools.	Other special Schools.	Total.
1901-02.	Rs.	Rs.	Rs.	Rs.	Rs.
Public.					
Provincial Revenues	2,73,854	1,26,912	62,619	1,96,193	6,59,578
District Funds ...	1,41,799	4,13,459	373	4,404	5,60,035
Municipal Funds ...	13,768	53,311	...	3,317	70,396
Native States ...	19,951	13,579	...	3,688	37,218
Total ...	4,49,372	6,07,261	62,992	2,07,602	13,27,227
Private.					
Fees	14,00,584	12,74,833	4,304	38,475	27,18,196
Other sources ...	4,81,947	4,23,461	41,034	1,06,714	10,53,156
Total ...	18,82,531	16,98,294	45,338	1,45,189	37,71,352
Grand Total ...	23,31,903	23,05,555	1,08,330	3,52,791	50,98,579
1906-07.					
Public.					
Provincial Revenues	4,23,816	2,40,613	1,63,250	2,86,699	11,14,348
District Funds ...	1,61,556	7,22,071	1,395	12,522	8,97,574
Municipal Funds ...	18,043	75,638	...	5,269	98,958
Native States ...	23,657	24,886	104	4,351	52,990
Total ...	6,27,072	10,63,208	1,64,749	3,08,841	21,63,870
Private.					
Fees	14,99,882	13,58,386	7,542	85,671	29,51,481
Other sources ...	5,89,513	4,30,011	20,268	1,52,622	11,92,414
Total ...	20,89,395	17,88,397	27,810	2,38,293	41,43,895
Grand Total ...	27,16,467	28,51,605	1,92,559	5,47,134	63,07,765
1911-12.					
Public.					
Provincial Revenues	4,80,264	3,38,290	3,40,651	5,14,498	16,73,703
District Funds ...	1,57,886	6,49,050	1,002	88,028	8,95,966
Municipal Funds ...	29,124	79,790	...	25,388	1,34,292
Native States ...	32,193	44,254	...	4,439	80,886
Total ...	6,99,467	11,11,384	3,41,653	6,32,353	27,84,847
Private.					
Fees	21,09,652	16,89,940	13,535	3,10,618	41,23,745
Other sources ...	6,69,312	5,58,280	13,891	4,50,751	16,92,234
Total ...	27,78,964	22,48,220	27,426	7,61,369	58,15,979
Grand Total ...	34,78,431	33,59,604	3,69,079	13,93,722	86,00,836
1916-17.					
Public.					
Provincial Revenues	8,86,109	3,46,905	3,33,262	4,84,316	20,50,592
District Funds ...	2,21,838	15,83,774	...	71,324	18,76,936
Municipal Funds ...	31,079	1,19,741	320	13,917	1,65,057
Native States ...	...	...	...	...	...
Total ...	11,39,026	20,70,420	3,33,582	5,69,557	40,92,585
Private.					
Fees	54,70,875	19,00,810	12,773	1,88,027	75,72,485
Other sources ...	10,32,012	4,32,308	23,651	3,10,871	17,98,842
Total ...	65,02,887	23,33,118	36,424	4,98,898	93,71,327
Grand Total ...	76,41,913	43,83,538	3,70,006	10,68,455	1,34,63,912

31.

of Institutions for Indians.

INDIRECT.						GRAND TOTAL
Building.	Furniture.	Inspection.	Scholarships.	Miscellaneous.	Total.	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
26,534	5,632	2,28,650	46,288	29,628	3,36,732	9,96,310
3,862	2,597	1,95,181	20,764	43,258	2,65,662	8,25,697
2,916	377	2,798	452	3,878	10,421	80,817
4,044	602	4,202	3,033	697	12,578	49,796
37,356	9,208	4,30,831	70,537	77,461	6,25,393	19,52,620
2,092	369	...	...	1,36,932	1,39,393	28,57,589
1,22,634	12,757	204	3,629	84,609	2,23,833	12,76,989
1,24,726	13,126	204	3,629	2,21,541	3,63,226	41,34,578
1,62,082	22,334	4,31,035	74,166	2,99,002	9,88,619	60,87,198
5,03,688	29,467	4,55,331	1,35,010	47,961	11,71,457	22,85,835
11,771	7,518	86,184	38,404	50,589	1,94,466	10,92,010
6,213	1,303	3,305	779	6,542	18,142	1,17,092
24,438	1,136	7,814	3,639	3,574	40,601	93,599
5,46,110	39,424	5,52,634	1,77,832	1,08,666	14,24,666	35,88,536
...	6	...	...	1,82,421	1,82,427	31,33,908
1,24,351	7,349	671	25,982	2,02,394	3,60,747	15,53,161
1,24,351	7,355	671	25,982	3,84,815	5,43,174	46,87,069
6,70,461	46,779	5,53,305	2,03,814	4,93,481	19,67,840	82,75,605
7,60,727	2,00,667	7,69,580	1,95,463	1,92,478	21,18,915	37,92,618
44,152	24,396	79,677	43,902	73,434	2,65,561	11,61,527
4,347	2,718	2,996	856	10,045	20,962	1,55,254
2,233	2,752	9,386	5,563	6,890	26,824	1,07,710
8,11,459	2,30,533	8,61,639	2,45,784	2,82,847	24,32,262	52,17,109
2,155	13,611	...	2,828	6,01,757	6,23,351	47,44,096
3,71,796	27,591	989	38,364	3,18,831	7,57,571	24,49,805
3,73,951	41,202	989	41,192	9,20,588	13,80,922	71,93,901
11,85,410	2,71,735	8,62,628	2,86,976	12,03,435	38,10,184	1,24,11,020
7,09,485	...	8,43,198	2,43,376	3,36,147	21,32,206	41,82,798
2,05,511	...	49,048	53,213	41,040	3,48,812	22,25,748
14,109	...	1,191	2,075	5,682	23,057	1,88,114
...	...	...	...	...	...	...
9,29,105	...	8,93,437	2,98,664	3,82,869	25,04,075	65,96,660
51,039	...	...	4,046	1,27,080	1,82,165	77,54,650
7,82,983	...	967	58,293	1,63,615	10,05,858	28,04,700
8,34,022	...	967	62,339	2,90,695	11,88,023	1,05,59,350
17,63,127	...	8,94,404	3,61,003	6,73,564	36,92,098	1,71,56,010

No. 32.

Zenana Education.

Years.	ZENANA EDUCATION BY CENTRAL GATHERINGS.								HOUSE TO HOUSE VISITATION.								ATUS SYSTEM.			
	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.				PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.							
	Teachers.	Pupils.	Expenditure.		Teachers.	Pupils.	Expenditure.		Teachers.	Pupils.	Expenditure.		Teachers.	Pupils.	Expenditure.		Teachers.	Pupils	Expenditure.	
			Public funds.	Private funds.			Public funds.	Private funds.			Public funds.	Private funds.			Public funds.	Private funds.			Public funds.	Private funds.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
			Rs.	Rs.			Rs.	Rs.			Rs.				Rs.	Rs.				
1912-13 ...	6	290	4,872	240	12	455	6,841	48	4	87	1,426	...	22	445	5,220	3,392	...	...	...	...
1913-14 ...	9	384	6,001	600	8	404	6,046	...	28	604	6,770	...	7	105	2,328	2,464	...	...	...	...
1914-15 ...	16	663	13,504	...	24	402	4,920	5,035	29	693	9,927	...	3	26	840	2,400	...	...	...	...
1915-16 ...	17	712	14,261	...	27	424	5,094	8,582	27	570	9,238	...	3	31	840	400	...	...	...	...
1916-17* ...	1	36	378	...	23	798	16,235	425	18	348	6,023	...	14	272	4,033	24	...	...	...	...

* Schools under private management as returned by Divisional Inspectors show an increase, while those under public management show a decrease.

SPECIAL TABLES.

(Particular).

SPECIAL TABLES (PARTICULAR.)

No. 1.

Inspecting Staff.

YEARS.	Inspectors and second Inspectors.	Inspectresses.	Assistant Inspectors (including those for Muhammadan education).	Assistant Inspectresses.	Deputy and Additional Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.	Inspecting pandits and Maulvis.
1911-12* ...	12	2	12	6	60	303	70	388
1916-17 ...	13	2	19	10	75	249	50	148

No. 2.

Expenditure on Direction and Inspection.

YEARS.	Provincial revenues.	Local Funds.	Municipal Funds.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
1911-12* ...	9,18,536	79,677	2,996	10,375	1,011,584
1916-17 ...	1,006,782	49,048	1,191	967	1,057,988

No. 3.

Arts Colleges (English).

PROVINCE.	1906-07.	1911-12.	1916-17.
Bengal	34	32	33

No. 4.

Arts Colleges (English) by management, 1916-17.

PROVINCE.	PUBLIC MANAGEMENT—			PRIVATE MANAGEMENT—			Grand Total.
	Government.	Board.	Total.	Aided.	Unaided.	Total.	
Bengal ..	8	1	9	13	11	24	33

No. 5.

Arts Colleges (English) by management and periods.

MANAGEMENT.	1906-07.	1911-12.	1916-17.
Public management—			
Government	8	7	8
Board	2	2	1
Total public management ...	10	9	9
Private management—			
Aided	6	8	13
Unaided	18	15	11
Total private management ...	24	23	24
Grand Total ...	34	32	33

* These figures relate to old Bengal.

No. 6.

Intermediate Arts Examination.

Province.	Year.	Candidates.			Passes.			Percentage of pass.		
		Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
Bengal ...	1916-17 ...	5,013	201	5,214	2,344	70	2,414	46·76	34·83	46·30

No. 7.

I. Sc. Examination.

Bengal ...	1916-17 ...	1,243	26	1,269	652	13	665	52·45	50·00	52·40

No. 8.

B. A. Examination.

Bengal ...	1916-17 ...	3,051	120	3,171	1,526	51	1,577	50·01	42·50	49·70

No. 9.

B. Sc. Examination.

Bengal ...	1916-17 ...	372	54	426	233	28	261	62·63	51·85	61·27

No. 10.

M. A. Examination.

Bengal ...	1916-17 ...	98	554	652	61	246	307	62·24	44·40	47·08

No. 11.

M. Sc. Examination.

Bengal ...	1916-17 ...	56	109	165	40	48	88	71·42	44·04	53·33

No. 12.

Successful candidates in successive Examinations of the Arts and Science Courses.

Years.	Matriculation.	Intermediate in Arts.	Intermediate in Science.	B. A. Examination.	B. Sc. Examination.	M. A. Examination.	M. Sc. Examination.
1912-13	5,002	1,686	653	1,010	252	165	35
1913-14	4,937	1,929	508	1,134	218	219	47
1914-15	5,555	2,451	487	1,148	226	317	55
1915-16	6,006	2,267	564	1,458	334	251	57
1916-17	8,414	2,414	665	1,577	261	307	88

No. 13.

Students in Arts Colleges.

Province.	1906 07.	1911-12.	1916-17.
Bengal	5,190	9,716	18,478

No. 14.

Male and Female Students in Arts Colleges.

Province.	1916-17.		
	Male.	Female.	Total.
Bengal	18,333	145	18,478

No. 15.

Students in Arts Colleges by management, 1916-17.

Province.	Public Management.			Private Management.			Grand Total.
	Government.	Board.	Total.	Aided.	Unaided.	Total.	
Bengal ...	3,662	160	3,822	5,973	8,683	14,656	18,478

No. 16.

Students in Arts Colleges by management and periods.

Management.	1906-07.	1911-12.	1916-17.
Public Management—			
Government	1,388	2,018	3,662
Board	56	92	160
Total Public Management ...	1,444	2,110	3,822
Private Management—			
Aided	1,059	2,477	5,973
Unaided	2,687	5,129	8,683
Total Private Management ...	3,746	7,606	14,656
Grand Total ...	5,190	9,716	18,478

No. 17.

Race or Creed of Students in Arts Colleges, 1916-17.

Race or Creed.	Number of students.	Number in 10,000 of school-going age population.
Europeans and Anglo-Indians	25	
Indian Christians	214	
Hindus	16,255	
Muhammadans	1,639	
Buddists	47	
Parsis	9	
Others	289	
Total ...	18,478	27·09

No. 18.

Direct expenditure on Arts Colleges.

Province.	1906-07.	1911-12.	1916-17.
	Rs.	Rs.	Rs.
Bengal	8,08,010	12,64,924	18,84,996

No. 19.

Direct expenditure on Arts Colleges by sources in 1916-17.

Province.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bengal ...	6,49,416	...	190	10,71,061	1,26,633	37,696	18,84,996

No. 20.

Expenditure on Arts Colleges by sources and periods.

Sources.	1906-07.	1911-12.	1916-17.
	Rs.	Rs.	Rs.
Provincial Revenues	3,28,619	4,12,082	6,49,416
Local and Municipal Funds ...	2,150	3,650	190
Total Public ...	3,30,769	4,15,732	6,49,606
Fees	2,63,803	6,03,942	10,71,061
Endowments	2,13,438	2,45,250	1,26,633
Subscriptions and other sources ...			37,696
Total Private ...	4,77,241	8,49,192	12,35,390
Grand Total ...	8,08,010	12,64,924	18,84,996

No. 21.

Average annual cost of educating a student in an Arts College in 1916-17.

Province.	Annual cost.
	Rs.
Bengal	102

No. 22.

Expenditure from fees in Arts Colleges.

Province.	1906-07.	1911-12.	1916-17.
	Rs.	Rs.	Rs.
Bengal	2,63,803	6,03,942	10,71,061

No. 23.

Average annual fee per pupil in Arts Colleges.

Province.	1911-12.	1916-17.
	Rs.	Rs.
Bengal	62·1	58·05

No. 24.

English Secondary Schools for Indian boys classified according to management during 1916-17.

Province.	Public.			Private.		Total public.	Total private.	Grand total.
	Government.	Board.	Native States.	Aided.	Unaided.			
Bengal ...	46	47	...	1,144	1,063	93	2,207	2,300

No. 25.

Vernacular Secondary Schools for Indian boys classified according to management during 1916-17.

	Public.			Private.		Total public.	Total private.	Grand total.
	Government.	Board.	Native States.	Aided.	Unaided.			
Bengal ...	2	44	...	274	29	46	303	349

No. 26.

Average number of pupils in an English Secondary School for Indian boys.

Province.	1901-02.	1906-07.	1911-12.	1916-17.
Bengal	127	119	144	165

No. 27.

Average number of pupils in a Vernacular Secondary School for Indian boys.

Bengal	57	59	67	61

No. 28.

Matriculation Examination (Indian boys and girls.)

University.	Candidates.						Passed.					
	Public.			Private.			Public.			Private.		
	1906-07.	1911-12.	1916-17.	1906-07.	1911-12.	1916-17.	1906-07.	1911-12.	1916-17.	1906-07.	1911-12.	1916-17.
Calcutta ...	3,535	5,183	11,174	53	129	341	1,955	3,298	8,206	25	73	208

No. 29.

Middle School Examination (Indian boys), 1916-17.

Province.	Boys in the middle stage.	Candidates.		Passed.		Approximate number of public students available for examination.
		Public students.	Private students.	Public students.	Private students.	
Bengal ...	99,987	35,273	...	26,934	...	46,550

No. 30.

Number of teachers in Secondary Schools for Indian boys during 1916-17.

Province.	Number of teachers.	Average number of teachers per school.	Average number of pupils per teacher.
Bengal	20,240	7·6	19·7

No. 31.

Qualifications of teachers in secondary schools for Indian boys during 1916-17.

Province.	Trained.	Other qualifications.	No special qualifications.	Total.
Bengal	3,577	15,111	1,552	20,240

No. 32.

Boys in the English secondary stage compared with male population of school-going age.

Province.	Number of boys, of whom one was in the secondary stage of an English school.	
	1911-12.	1916-17.
Bengal	49·5	17·9

No. 33.

Boys in the vernacular secondary stage compared with male population of school-going age.

Province.	Number of boys, of whom one is in the secondary stage of a vernacular school.	
	1911-12.	1916-17.
Bengal	1,156·9	894·7

No. 34.

Expenditure on Secondary and Primary Departments of Secondary Schools for Indian boys and girls during 1916-17.

Province.	Expenditure.		Total.
	On Secondary Department.	On Primary Department.	
	Rs.	Rs.	Rs.
Bengal	49,11,162	27,30,751	76,41,913

No. 35.

Average annual cost in rupees of educating a pupil in different classes of Secondary Schools for Indian boys.

Class of schools.	1911-12.	1916-17.
	Rs.	Rs.
High School	22·9	24·7
English Middle School	10·7	13·2
Vernacular Middle School	7·8	9·8

No. 36.

Average annual cost in rupees of educating a pupil in an English Secondary School for Indian boys.

Province.	1911-12.	1916-17.
	Rs.	Rs.
Bengal	18·04	19·8

No. 37.

Average annual fee per pupil in an English Secondary School for Indian boys.

Province.	1911-12.	1916-17.
	Rs.	Rs.
Bengal	11·8	14·9

No. 38.

Average annual fee per pupil in a Vernacular Secondary School for boys.

Province.	1911-12.	1916-17.
	Rs.	Rs.
Bengal	2·9	4·2

No. 39.

Primary Schools for Indian boys classified according to management during 1916-17.

Province.	Government.	Board.	Native States.	Aided.	Unaided.	Total public.	Total private.	Grand Total.
Bengal	127	2,809	...	25,693	3,959	2,936	29,652	32,588

No. 40.

Average number of pupils in a Primary School for Indian boys.

Province.	1901-02.	1906-07.	1911-12.	1916-17.
Bengal	25·6	28·0	30·9	35·5

No. 41.

Average number of pupils in Primary Schools for Indian boys classified according to management.

MANAGEMENT.	1901-02.	1906-07.	1911-12.	1916-17.
Government	26·3	42·03	43·6	38·2
Board	57·6	88·2	93·6	43·4
Aided	28·5	29 1	33·02	33·7
Unaided	17·2	20·2	22·9	26·5
General average ...	25·6	28·0	30·9	35·5

No. 42.

Number of teachers in Primary Schools for Indian boys during 1916-17.

PROVINCE.	Number of teachers.	Average number of teachers per 100 schools.	Average number of pupils per teacher.
Bengal	40,169	123·2	29

No. 43.

Qualifications of teachers in Primary schools for Indian boys and girls during 1916-17.

PROVINCE.	Trained.	Other qualifications.	No special qualifications.	Total.
Bengal	7,653	34,953	6,263	48,869

No. 44.

Boys in the three Divisions of the Primary stage of instruction during 1916-17.

PROVINCE.	A	B	C	Total.
Bengal	1,16,357	7,08,003	4,75,047	12,99,407

A = Upper primary stage.
B = Lower primary stage, reading printed books.
C = Ditto. not reading printed books.

No. 45.

Proportion of boys of school-going age in the primary stage of public instruction, compared with male literacy.

PROVINCE.	Number of boys in primary stage per 1,000 of the male population of school-going age.		Number of male literates per 1,000 of the male population, Census of 1911.
	1911-12.	1916-17.	
Bengal	281	370·	110·

No. 46.

Expenditure from fees in boys' Primary Schools.

[Annas per pupil per annum.]

Province.	1906-07.	1911-12.	1916-17.
Bengal	22·5	23·8	25·6

No. 47.

Training of Teachers, Masters, Institutions and pupils.

Province.	Institutions or class of institutions.	Number of Institutions.				Pupils.	
		Government.	Mission. Aided.	Mission. Unaided.	Total.	1911-12.	1916-17.
Bengal ...	Training Colleges ...	2	1	...	3	39	93
	Vernacular Schools—						
	Secondary ...	5	1	...	6	480	456
	Primary ...	115	3	...	118	3,046	1,988
	Total ...	122	5	...	127	3,565	2,537

No. 48.

Comparison between the number of pupils under training and the number of teachers during 1916-17.

Province.	Pupils under training.	Teachers of Secondary and Primary Schools.
Bengal	2,671	69,555

No. 49.

Pupils by race or creed (Masters).

Province.	Europeans and Anglo-Indians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Others.	Total.
Bengal	1	104	337	984	1,089	10	12	2,537

No. 50.

Scholarships and stipends in Lower Grade Institutions during 1916-17.

PROVINCE.	Grade of School or class.	Number.	Rate per month.	Period for which tenable.
			Rs.	
Bengal ...	Vernacular first grade schools	342	6 and 9	one year
	Guru Training Schools ...	1,970	10	ditto

No. 51.

Pupils by Race or Creed during 1916-17 (Mistresses).

PROVINCE.	Europeans and Anglo-Indians.	Indian Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
Bengal ...	...	92	8	21	1	1	...	...	123

No. 52.

Medical College.

NAME OF INSTITUTION.	Students.		Expenditure.	
	1911-12.	1916-17.	1911-12.	1916-17.
			Rs.	Rs.
Medical College, Calcutta ...	680	906	2,93,229	3,03,515

No. 53.

Expenditure on the medical college by sources.

YEARS.	Provincial Revenues.	Local funds.	Fees.	Private sources.	Total.
	Rs.		Rs.		Rs.
1911-12	2,33,844	..	59,385	...	2,93,229
1916-17	2,09,047	...	94,468	...	3,03,515

No. 54.

Results of University Examinations in Medicine.

College.	First Examination. 1911-12.				Final Examination. 1911-12.				First Examination. 1916-17.				Final Examination. 1916-17.			
	L. M. S.		M. B.		L. M. S.		M. B.		L. M. S.		M. B.		L. M. S.		M. B.	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
Medical College, Calcutta.	...	...	160	106	82	52	11	3	...	...	269	154	...	...	203	123

No. 55.

Medical Schools during 1916-17.

Province.	Serial No.	Name.	Class of Institution.	Number of pupils.	Expenditure.
					Rs.
Bengal ...	1	Campbell Medical School, Calcutta.	Government ...	421	67,148
	2	Dacca Medical School.	Ditto ...	243	42,601
	3—9	Medical Schools ...	Unaided ...	455	7,554
			Total ...	1,119	1,17,303

No. 56.

Medical Schools by management during 1916-17.

Province.	Government.	Municipal.	Aided.	Unaided.	Total, 1916-17.	Total, 1911-12.
Bengal	2	...	...	7	9	7

No. 57.

Pupils in Medical Schools by management.

Bengal	664	...	...	455	1,119	1,848

No. 58.

Expenditure on Medical Schools by sources.

Province.	Provincial Revenues.	Local funds.	Fees.	Private sources.	Total.
	Rs.		Rs.	Rs.	Rs.
1911-12	86,089	...	66,690	1,200	153,979
1916-17	84,488	...	32,467	348	117,303

No. 59.

Students in Engineering Colleges.

Name of College.	Pupils. 1911-12.	1916-17.
Civil Engineering Collge, Sibpur ...	319	284

No. 60.

Engineer Department: Students and Examinations.

College.	Number of students in the Engineer Departmen of the College.		I. E. Examination.				B. E. Examination.			
			1911-12.		1916-17.		1911-12.		1916-17.	
	1911-12.	1916-17.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
Civil Engineering College, Shibpur.	95	84	31	31	37	13	19	16	11	6

No. 61.

Engineer Upper and Lower Subordinate classes, Students and Examinations.

College.	Class.	Number of students.		Final College Examination,			
				1911-12.		1916-17.	
		1911-12.	1916-17.	Candidates.	Passed.	Candidates.*	Passed.*
Sibpur	Apprentice Department.	181(*a*)	154	33	21(*b*)	141	86

* For the overseer and Sub-overseer Examination.
(*a*) Excludes 33 pupils in Artizan class and 10 in Industrial Chemistry class.
(*b*) Twenty more candidates obtained final certificates in Sub-Engineer, Upper Subordinate and Mining Diploma.

No. 62.

Expenditure on the Civil Engineering College.

Years.	Provincial Revenues.	Fees.	Other private sources.	Total.
	Rs.	Rs.	Rs.	Rs.
1911-12	2,04,932	15,994	12,378	2,33,304
1916-17	2,09,750	19,233	4,812	2,33,795

No. 63.

Expenditure on Engineering Schools.

Institution.	Expenditure in 1911-12.	Expenditure in 1916-17.	Average cost of educating a pupil in 1916-17.
	Rs.	Rs.	Rs. A. P.
Dacca School of Engineering ...	64,190	46,641	350 10 11

No. 64.

Rate of fees in the Civil Engineering College.

			Rs.	
Civil Engineering College Sibpur.	B. E. Department ...	(Regular)	15	a month.
		(Special)	20	ditto.
	I. E. Department ...	(Regular)	10	ditto.
		(Special)	15	ditto.
	Apprentice Department		3	ditto.

No. 65.

School of Art.

Institution.	Number of pupils.		Expenditure.				
	1911-12.	1916-17.	From Provincial Revenues in 1916-17.	From fees in 1916-17.	From private sources in 1916-17.	Total 1911-12.	Total 1916-17.
			Rs.	Rs.	Rs.	Rs.	Rs.
School of Art, Calcutta.	280	282	36,300	4,873	...	44,312	41,173

No. 66.

List of Technical Schools (including Dacca School of Engineering).

Province.	Name of School.	Pupils.		Courses.	Class of Institutions.
		1911-12.	1916-17.		
Bengal ...	1. Dacca School of Engineering.	287	118	Overseer and Sub-Overseer standard.	Government.
	2. District Board Technical School, Burdwan.	36	31	Sub-Overseer standard.	Board.
	3. The Diamond Jubilee Industrial and Technical School, Rajshahi.	72	76		Do.
	4. The Elliot Bonomally Technical School, Pabna.	133	48		Do.
	5. The Rangpur Technical School.	87	69	...	Government.

No. 67.

Scholarships and stipends in the Civil Engineering College, Sibpur.

Institution.	Class.	Scholarships and stipends.		
		Number.	Rate per session.	Period for which tenable.
			Rs.	
Civil Engineering College, Sibpur.		2	360	2 sessions.
		1	300	2 years.
		2	240	Do.
		1	360	Do. reserved for Europeans.
	Engineer Department.	2	300	Do.
		5	180	Do.
		1	300	Do.
		2	720	Do.
		1	120	Do.
		10	50 per month	1 year.
		2	120	2 years.
		3	50 per month	1 year.
		2	360	2 years.
	Apprentice Department.	2	4 per month	
		1	4 ,,	
		1	4 ,,	
		3	50 ,,	1 year.
		10	10 ,,	1½ years.
		10	6 ,,	
		2	12 ,,	2 years.
		3	6 ,,	Do.
		8	4	Do.
		3	12	Do.
		1	5	Do.
		1	20	Do.
		2	25	Do.
		8	6	
	Artizan stipends ...	...	3,000	Annual grant.

In the event of European candidates obtaining one or more of these scholarships the value shall be Rs. 100 monthly.

No. 68.

Annual cost of selected Industrial Schools.

Province.	Institution.	Average attendance.	Expenditure.
		Rs.	Rs.
Bengal	Serampore Weaving Institute.	78	30,167

No. 69.

Girls under public instruction by Race or Creed (in Non-European Schools).

Europeans and Anglo-Indians	121
Indian Christians	5,757
Hindus	146,224
Muhammadans	131,380
Buddhists	1,166
Parsis	3
Others	747
Total ...	285,398

No. 70.

Number of girl pupils (in non-European Schools) in every 1,000 of the female population of school-going age.

Province.	1911-12.	1916-17.
Bengal	44·8	86·0

No. 71.

Girls in different classes of non-European Schools by Race or Creed.

Race or Creed.	Secondary.				Primary.	Total in Secondary and Primary Schools.
	High.	Middle English.	Middle Vernacular.	Total.		
Europeans and Anglo-Indians.	3	...	..	3	70	73
Indian Christians ...	551	740	616	1,907	3,438	5,345
Brahmans ...	268	357	648	1,273	26,572	27,845
Non-Brahmans ...	1,058	1,462	1,674	4,194	113,545	117,739
Mahammadans ...	36	138	67	241	129,341	129,582
Buddhists ...	8	...	...	8	1,109	1,117
Parsis ...	3	...	...	3	...	3
Others ...	7	...	...	7	700	707
Total ...	1,934	2,697	3,005	7,636	274,775	282,411

No. 72.

Girls in (non-European) Secondary Schools by Race or Creed during 1916-17.

Province.	Hindus.	Muhammadans.	Christians.	Buddhists.	Parsis.	Others.	Total.
Bengal ...	5,467	241	1,910	8	3	7	7,636

No. 73.

Girls in (non-European) Primary and Secondary Schools by Race or Creed during 1916-17.

Bengal ...	145,584	129,582	5,418	1,117	3	707	282,411

No. 74.

Number of girls of school-going age, one of whom is in a Public Primary and Secondary School by Race or Creed during 1916-17.

Bengal ...	22	25	612	2,970	1,105,225	469	11

No. 75.

Girls in Medical Colleges and Schools in Bengal.

Years.	Girls in—		
	Colleges.	Schools.	Total.
1906-07	19	15	34
1911-12	24	25	49
1916-17	19	14	33

No. 76.

Girls in Medical Colleges and Schools by Race or Creed.

Race or Creed.	Colleges.	Schools.	Total.
Europeans and Anglo-Indians ...	17	2	19
Indian Christians	1	10	11
Hindus	1	2	3
Muhammadans	...	...	...
Total ...	19	14	33

No. 77.

Race or Creed of female Medical Students in selected institutions during 1916-17.

Province.	Name of institution.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Parsis.	Others.	Total.
Bengal ...	Medical College, Calcutta ...	16	1	1	...	...	...	18
	Cambell Medical School, Calcutta	1	10	1	...	...	...	12
	Dacca Medical School ...	1	1	224	17	...	...	243

No. 78.

Girls in Training Colleges and Schools for Indians by Race or Creed during 1916-17.

Race or Creed.	Colleges.	Schools.	Total.
Europeans and Anglo-Indians ...	4	...	4
Indian Christians	4	92	96
Hindus	3	29	32
Muhammadans	...	1	1
Buddhists	...	1	1
Total ...	11	123	134

No. 79.

Girls in Technical, Industrial and Other Special Schools except Training Schools for Indian pupils during 1916-17.

Race or creed.	Technical and Industrial schools.	Other schools.	Total.
Bengal	515	2,174	2,689

No. 80.

Girls in Technical, Industrial and other Special Schools (for Indian pupils) except Training Schools by Race or Creed.

Race or creed.	Technical and Industrial schools.	Other schools.	Total.
Europeans and Anglo-Indians	...	10	10
Indian Christians	230	47	277
Hindus	168	351	519
Muhammadans	42	1,753	1,795
Parsis	...	...	...
Buddhists	35	13	48
Others	40	...	40
Total ...	515	2,174	2,689

No. 81.

Girls in private institutions by Race or Creed during 1916-17.

Miscellaneous.	Advanced.	Elementary.	Miscellaneous.	Total.
Europeans and Anglo-Indians ...	...	...	...	...
Indian Christians	...	...	59	59
Hindus	...	84	1,810	1,894
Muhammadans	...	7,841	1,258	9,099
Buddhists	...	10	21	31
Parsis	...	...	1	1
Others	...	...	11	11
Total ...	...	7,935	3,160	11,095

No. 82.

Girls in all public institutions for the education of Indian males by classes of institutions.

Class of Institution.	1906-07.	1911-12.	1916-17.
Colleges	19	26	20
Secondary Schools	364	953	320
Primary „	46,233	78,996	64,484
Special „	785	9,498	425
Total ...	47,401	89,473	65,249

No. 83.

Number and qualifications of Teachers employed in Schools for Indian girls during 1916-17.

Province.	Trained.	Other qualifications.	No special qualifications.	Total.
Bengal	1,267	6,636	1,243	9,146

No. 84.

Expenditure on public institutions for girls per 1,000 of the female population.

Province.	Expenditure.
	Rs.
Bengal	53

No. 85.

Average annual cost of educating a pupil in Primary and Secondary Schools for Indian girls in Bengal.

Years.	Secondary schools.	Primary schools.	Secondary and Primary Schools.
1906-07	51·3	4·1	6·2
1911-12	44·3	4·5	7·1
1916-17	53·0	2·9	4·4

No. 86.

Average annual rate of fees in Primary and Secondary schools for Indian girls during 1916-17.

Province.	Secondary Schools.	Primary Schools.
	Rs. A. P.	As. P.
Bengal	8 11 2	3 1

No. 87.

Institutions for Europeans in Bengal.

	1911-12.	1916-17.
Secondary Schools	50	43
Primary Schools	20	16
Training Schools	1	1
Engineering and Surveying Schools ...	...	4
Technical and Industrial Schools ...	6	7
Commercial Schools	3	8
Total ...	80	79

No. 88.

Secondary Schools by management in Bengal.

	Government.	Aided.	Unaided.	Total.
1911-12	2	45	3	50
1916-17	2	38	3	43

No. 89.

Secondary Schools by Sex.

	1911-12.			1916-17.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Bengal	24	26	50	17	26	43

No. 90.

Secondary Schools by Grade.

	1911-12.			1916-17.		
	High.	Middle.	Total.	High.	Middle.	Total.
Bengal	11	39	50	21	22	43

No. 91.

Primary Schools by management.

	1911-12.				1916-17.			
	Government.	Aided.	Unaided.	Total.	Government.	Aided.	Unaided.	Total.
Bengal	...	20	...	20	...	16	...	16

No. 92.

Primary Schools by sex.

	1911-12.			1916-17.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Bengal	8	12	20	7	9	16

No. 93.

Special Schools.

	1911-12.			1916-17.			
	Training college for Mistresses.	Commercial Schools.	Industrial Schools.	Training College for Mistresses.	Engineering and Surveying Schools.	Technical and Industrial Schools.	Commercial Schools.
Bengal ...	1	3	6	1	4	7	8

No. 94.

Europeans under instruction in European Schools.

	1911-12.	1616-17.
Bengal	8,508	8,959

No. 95.

Europeans pupils in European Schools by sex in 1916-17.

	Boys.	Girls.	Total.
Bengal	4,807	4,152	8,959

No. 96.

European pupils in European and Indian Institutions in 1916-17.

	In European Institutions.	In Native Institutions.
———	8,959	303

No. 97.

European pupils in different grades of European Schools by periods.

	1911-12.	1916-17.
Secondary Schools	7,318	7,571
Primary ,, ...	772	1,012
Training ,, ...	20	18
Commercial ,, ...	210	176
Technical and Industrial Schools	188	33
Engineering and Surveying Schools	...	129
	8,508	8,959

No. 98.

European pupils in different grades of European Schools by sex during 1916-17.

—	Boys.	Girls.	Total.
Secondary Schools	4,080	3,511	7,591
Primary „	553	459	1,012
Training „	...	18	18
Commercial „	37	139	176
Technical and Industrial Schools ...	8	25	33
Engineering and Surveying Schools...	129	...	129
Total ...	4,807	4,152	8,959

No. 99.

European pupils in Arts Colleges by periods.

—	1916-17.		Total.	1911-12.
	Boys.	Girls.		
Bengal	8	17	25	25

No. 100.

European pupils in Professional Colleges by periods.

	1911-12.	1916-17.
Law	1	6
Medicine	123	48
Engineering	27	39
Teaching	...	5
Veterinary	...	1
Total ...	151	99

No. 101.

European boys in Professional Colleges in 1916-17.

—	Law.	Medicine.	Engineering.	Teaching.	Veterinary.	Total.
Bengal	6	31	39	1	1	78

No. 102.

European girls in Professional Colleges in 1916-17.

—	Law.	Medicine.	Engineering.	Teaching.	Veterinary.	Total.
Bengal	...	17	...	4	...	21

No. 103.

Pupils (both Europeans and Indians) in Primary and Secondary Schools for Europeans.

1911-12.	1916-17.
8,640	9,232

No. 104.

European pupils in Primary and Secondary Schools for Europeans.

	Secondary Schools.		Primary Schools.		Total.	
	1911-12.	1916-17.	1911-12.	1916-17.	1911-12.	1916-17.
Bengal	7,318	7,591	772	1,012	8,090	8,603

No. 105.

Stages of instruction of pupils in European Schools in Bengal for general education by periods.

	Boys.		
	1906-07.	1911-12.	1916-17.
High	203	174	555
Middle	1,048	1,260	921
Total Secondary	1,251	1,434	1,476
Upper Primary	999	995	1,071
Lower „	1,977	1,873	2,474
Total Primary	2,976	2,868	3,545
GRAND TOTAL	4,227	4,302	5,021

	Girls.		
	1906-07.	1911-12.	1916-17.
High	57	96	350
Middle	711	834	675
Total Secondary	768	930	1,025
Upper Primary	922	931	938
Lower „	1,909	2,034	2,248
Total Primary	2,831	2,965	3,186
GRAND TOTAL	3,599	3,895	4,211

No. 106.

Percentage of pupils in European Schools by stages of instruction compared with other classes.

STAGES.	1906-07.		1911-12.		1916-17.	
	Europeans.	Other classes.	Europeans.	Other classes.	Europeans.	Other classes.
High	3·3	2·8	3·1	3·04	9·4	9·3
Middle	22·5	2·7	24·3	3·08	16·5	16·1
Upper Primary ...	24·5	5·1	22·8	5·8	20·6	24·9
Lower „ ...	49·7	89·3	49·8	88·08	49·6	42·9
Special	...	...	...	...	3·9	6·8
Private	...	...	...	...	...	..

No. 107.

European boys in special schools other than training schools during 1916-17.

Province.	Engineering and Surveying.	Technical and Industrial.	Commercial.
Bengal	129	8	37

No. 108.

European girls in special schools during 1916-17.

Bengal	...	25	139

No. 109.

Successful European candidates in University Arts examinations during 1916-17.

Province.	I.A.	I.Sc.	B.A.	B.Sc.	M.A.
Bengal	6	1	6	1	1

No. 110.

Successful European candiates in school examinations during 1916-17.

Province.	Matriculation.		School final.		Cambridge senior.		Cambridge junior.		Elementary certificate.		Primary scholarship.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bengal ...	4	2	...	...	44	33	87	43	43	42	2	41

No. 111.

Successful European candidates in Professional and Techinical examinations during 1916-17.

Province.	Teaching.		Medical.		School of Art.	Engineering and Surveying.	Commercial.	Law.	Industrial.
	Masters.	Mistresses.	College examinations.	School examinations.					
Bengal ...	2	10	4	2	...	4	...	...	...

No. 112.

Expenditure on European Schools (direct and indirect) by periods.

	1911-12.	1916-17.
Bengal	19,24,196	27,49,996

No. 113.

Sources of expenditure in European Schools by periods.

	1911-12. Rs.	1916-17. Rs.
Provincial Revenues	5,52,657	8,32,150
Municipal Funds	13,892	19,235
Fees	8,51,617	10,55,427
Other sources	5,06,030	8,43,184
Total ...	19,24,196	27,49,996
Total expenditure from Public Funds.	5,66,594	8,51,385
Total expenditure from Private Funds.	13,57,647	18,98,611

No. 114.

Objects and amount of expenditure incurred on European education by periods.

	1911-12. Rs.	1916-17. Rs.
Secondary schools	8,94,645	9,97,859
Primary „	42,606	68,887
Training „	7,431	10,025
Other special „	29,833	43,734
Buildings and furniture	99,796	3,01,214
Inspection	22,911	12,136
Scholarships	12,821	26,503
Miscellaneous	8,14,153	12,89,638
Total ...	19,24,196	27,49,996

No. 115.

Boarding-houses for Indian males and females during 1916-17.

PROVINCE.	For males.	For females.	Total.
Bengal	696	50	746

No. 116.

Indian male and female boarders during 1916-17.

	For males.	For females.	Total.
Bengal	18,517	2,386	20,903

No. 117.

Ratio of (Indian) pupils to (Indian) Boarders.

	1911-12.	1916-17.
Arts Colleges	4	6
Secondary Schools	24	33
Primary „	223	1,359

SUPPLEMENTARY TABLES

FOR

1916-17.

SUPPLEMENTARY TABLES.

No. 1.

Comparative Statement of expenditure on Education for 1915-16 and 1916-17.

Heads of Charges.	1915-16.				1916-17.			
	Net expenditure after deducting receipts.			Total expenditure.	Net expenditure after deducting receipts.			Total expenditure.
	From Provincial revenues.	From District funds.	From Municipal funds.		From Provincial revenues.	From District funds.	From Municipal funds.	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	10,66,981	...	...	24,90,281	1,70,737	...	...	13,63,600
Collegiate	12,32,235	...	192	23,95,568	13,28,514	...	190	28,90,732
Secondary	8,84,882	2,11,288	25,340	72,54,015	9,12,815	2,21,683	28,960	78,00,851
Primary...	2,21,567	13,50,869	66,087	37,40,699	2,02,136	13,69,666	91,793	38,19,891
Female	5,22,004	2,02,882	42,682	13,21,941	5,64,367	2,14,263	48,822	14,71,455
Special	8,24,761	73,849	14,681	14,82,340	8,50,053	71,324	14,237	14,92,220
Scholarships	2,56,525	44,276	1,838	3,54,816	2,69,879	53,213	2,075	3,87,506
Buildings	11,49,000	2,62,525	13,075	22,29,300	7,50,471	2,05,511	14,589	20,64,341
Furniture	93,763	42,030	1,630	2,95,426				
Miscellaneous	5,96,367	43,297	3,754	28,13,311	6,09,893	41,040	5,682	19,63,202
Superintendence	10,51,387	47,554	1,326	11,00,651	10,06,782	49,048	1,191	10,57,988
Total ...	78,99,472	22,78,570	1,70,605	2,56,78,348	66,65,647	22,25,748	2,07,539	2,43,11,786

No. 2.

Statement showing the variations in the results of the University Examinations for the past six years.

Year.	Entrance or Matriculation.			Intermediate or F. A. Examination.						B. A. Examination.			B. Sc. Examination.		
				Intermediate in Arts or F A.			Intermediate in Science.								
	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number of passes.	Percentage of success.	Number of candidates.	Number of passes.	Percentage of success.	Number of candidates.	Number of passes.	Percentage of success.	Number of candidates.	Number of passes.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1911-12 ...	6,428	4,161	64·7	3,180	1,591	50·0	1,009	497	49·2	1,043	634	60·7	266	157	59·0
1912-13 ...	6,850	5.002	73·02	3,368	1,686	50·06	948	653	68·8	1,627	1,010	62·07	383	252	65·79
1913-14 ...	8,116	4,937	60·8	4,223	1,929	45·6	836	508	60·7	2,171	1,134	52·2	404	218	53·9
1914-15 ...	9,053	5,555	61·03	4,686	2,451	52·3	873	487	55·7	2,478	1,148	46·3	467	226	48·3
1915-16 ...	10,046	6,006	59·8	4,799	2,269	47·2	1,095	564	51·5	2,817	1,458	51·8	486	334	68·7
1916-17 ...	11,515	8.414	73·07	5,214	2,414	46·3	1,269	665	52·4	3,171	1,577	49·7	426	261	61·2

Year.	M. A. Examination.			M. Sc. Examination.			B. L. Examination.			B. E. Examination.		
	Number of candidates.	Number of passes.	Percentage of successes.	Number of candidates.	Number of passes.	Number of successes.	Number of candidates.	Number of passes.	Percentage of successes.	Number of candidates.	Number of passes.	Number of successes.
	17	18	19	20	21	22	23	24	25	26	27	28
1911-12 ...	261	153	58·6	56	35	62·5	495	245	49·4	19	16	84·2
1912-13 ...	275	165	60·0	56	35	62·5	472	264	53·8	16	10	62·5
1913-14 ...	406	219	53·9	81	47	58·02	524	316	60·3	16	10	62·5
1914-15 ...	523	317	60·6	94	55	58·5	475	267	56·2	25	10	40
1915-16 ...	590	251	42·5	127	57	44·9	642	365	56·9	26	22	84·6
1916-17 ...	652	307	47·08	165	88	53·3	819	486	59·3	11	6	54·5

No. 3.

Comparative statement showing the number of pupils attending different classes of institutions, Division by Division, for the years 1915-16 and 1916-17.

Division.	Number of pupils in public institutions.									
	Colleges.		Secondary schools.		Primary schools.		Special schools.		Total.	
	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.
1	2	3	4	5	6	7	8	9	10	11
Burdwan ...	1,517	1,614	66,521	69,885	293,766	305,187	4,192	4,319	365,996	381,005
Presidency	1,815	2,237	65,755	71,024	250,856	254,481	7,599	6,085	326,025	333,827
Calcutta ...	13,078	13,953	31,092	33,217	24,221	24,167	4,783	4,857	73,174	76,194
Dacca ...	3,381	3,138	103,451	115,988	336,376	351,607	9,045	9,298	452,253	480,031
Rajshahi ...	1,046	1,120	53,070	57,044	220,502	233,187	8,358	10,429	282,976	301,780
Chittagong	277	828	59,324	60,091	200,857	205,236	7,279	6,886	267,737	273,041
European Institutions.	...	...	8,281	8,206	844	1,026	1,212	402	10,337	9,634
Total ...	21,114	22,890	387,494	415,455	1,327,422	1,374,891	42,468	42,276	1,778,498	1,855,512

Division.	Number of pupils in private institutions.										Grand Total.	
	Advanced.		Teaching the Vernacular.		Teaching the Koran.		Other schools.		Total.			
	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.
	12	13	14	15	16	17	18	19	20	21	22	23
Burdwan ...	454	383	177	12	186	16	4,477	4,009	5,294	4,420	371,290	385,425
Presidency	...	...	83	...	25	...	1,148	959	1,256	959	327,281	334,786
Calcutta ...	...	...	...	...	425	...	4,799	5,138	5,224	5,138	78,398	81,332
Dacca ...	542	538	1,750	1,669	16,721	16,912	8,172	4,221	27,185	23,340	479,438	503,371
Rajshahi ...	267	220	1,602	1,177	545	740	1,577	3,425	3,991	5,562	286,967	307,342
Chittagong	4,154	4,495	...	266	17,206	15,183	1,733	3,557	23,093	23,501	290,830	296,542
European Institutions.	...	...	...	...	...	...	...	...	...	...	10,337	9,634
Total ...	5,417	5,636	3,612	3,124	35,108	32,851	21,906	21,309	66,043	62,920	1,844,541	1,918,432

No. 4.

Statement showing the Statistics of Government, Municipal, aided and unaided Arts Colleges during the year 1916-17.

NAMES OF THE ARTS COLLEGES.	Number of pupils on the rolls on the 31st March 1917.	Average monthly roll number.	Average daily attendance.	EXPENDITURE IN 1916-17. From public funds. Provincial Revenues.	From public funds. District or Municipal Funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	COST PER ANNUM OF EACH STUDENT. From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Government (8).				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1. Presidency College	953	978	938	1,89,271	...	1,43,581	2,526	3,35,378	193 8 5	149 6 4	342 14 9
2. Hooghly ,, ...	230	226	221	31,301	...	17,553	...	48,854	138 8 0	77 10 8	216 2 8
3. Krishnagar ,, ...	211	203	193	33,273	...	12,494	3,281	49,048	157 12 1	74 11 3	232 7 4
4. Sanskrit ,, ...	238	247	209	12,999	...	13,005	...	26,004	52 10 0	52 10 5	105 4 5
5. Dacca ,, ...	892	880	817	1,35,308	...	68,460	...	2,03,768	153 12 2	77 12 8	231 8 10
6. Chittagong ,, ...	275	279	195	37,949	...	15,993	144	54,086	136 0 3	57 13 5	193 13 8
7. Rajshahi ,, ...	785	759	630	40,949	...	38,875	10,228	90,052	53 15 3	64 11 3	118 10 6
8. Bethune ,, ...	78	79	62	33,545	...	2,910	...	36,455	424 9 11	36 13 4	461 7 3
Total for 1916-17 ...	3,662	3,651	3,265	5,14,595	...	3,12,871	16,179	8,43,645	140 15 1	90 2 0	231 1 1
Municipal (1).											
1. Midnapore College	160	156	134	7,848	190	9,702	...	17,740	51 8 4	62 3 1	113 11 5
Aided.											
1. St. Xavier's College	598	630	625	12,600	...	38,127	2,353	53,080	20 0 0	64 4 0	84 4 0
2. Scotish Churches College	1,139	1,113	1,052	24,000	...	52,743	79,516	1,56,259	21 9 0	118 13 3	140 6 3
3. Daulatpur Hindu Academy... ...	511	492	416	9,033	...	20,606	...	29,639	20 7 11	49 7 5	69 15 4
4. Wesleyan Misson, Bankura ...	327	331	269	8,200	...	21,138	9,417	38,755	24 12 4	92 4 11	117 1 3
5. Jagannath College	821	791	741	12,000	...	34,427	...	46,427	28 6 6	38 6 6	66 13 0
6. Brojomohan College, Barisal ...	507	591	515	14,400	...	19,472	...	33,872	24 5 10	32 15 2	57 5 0
7. A. M. College, Mymensingh ...	591	593	536	10,200	...	37,600	...	47,800	17 3 0	63 6 3	80 9 6
8. Comilla Victoria College	536	564	425	4,200	...	23,112	2,085	29,397	7 7 1	44 10 3	52 1 4
9. Narail Victoria College	124	126	108	1,140	...	4,786	934	6,860	16 11 0	45 13 9	62 8 9
10. St. Paul's Cathedral Mission College	207	174	184	6,000	...	21,545	5,130	32,675	34 7 9	153 4 10	187 12 7
11. Serampore College	248	243	227	12,000	...	16,446	12,589	41,035	49 6 0	119 8 0	168 14 0
12. Pabna Edward College	314	323	268	6,000	...	10,568	185	16,753	18 9 2	33 4 4	51 13 6
13. Diocesan College	50	44	43	7,200	...	2,672	1,818	11,690	163 10 2	102 0 8	265 10 10
Total for 1916-17 ...	5,975	6,015	5,411	1,26,973	...	3,03,242	1,14,027	5,44,242	21 1 9	69 5 11	90 7 8
Unaided.											
1. City College	1,483	1,478	1,262	...	...	94,669	...	94,669	...	64 10 0	64 10 0
2. Ripon ,, ...	1,723	1,771	1,522	...	...	91,265	...	91,265	...	51 8 6	51 8 6
3. Burdwan Raj College	151	141	122	...	...	5,843	6,527	12,370	...	87 11 9	87 11 9
4. Berhampore Krisnath College ...	1,169	1,225	1,073	...	...	65,797	14,515	80,312	...	65 8 11	65 8 11
5. Central College	377	365	323	...	...	9,242	...	9,242	...	25 5 1	25 5 1
6. Uttarpara ,, ...	158	156	145	...	...	6,785	306	7,091	...	45 7 3	45 7 3
7. Hetampur ,, ...	52	37	23	...	...	2,024	5,663	7,687	...	207 12 1	207 12 1
8. Bangabasi ,, ...	1,443	1,344	1,289	...	...	60,171	...	60,171	...	44 12 3	44 12 3
9. Metropolitan Institution	1,849	1,840	1,681	...	...	92,596	...	92,596	...	50 13 11	50 13 11
10. South Suburban College	262	270	230	...	...	15,644	4,897	20,541	...	76 1 2	76 1 2
11. Loreto House	16	10	10	...	...	1,210	2,215	3,425	...	34 6 0	34 6 0
Total for 1916-17 ...	8,683	8,627	7,680	...	...	4,45,246	34,123	4,79,369	...	55 9 0	55 9 0
Total for all Colleges ...	18,478	18,449	16,490	6,49,416	990	10,71,061	1,64,329	18,84,996	35 3 4	66 15 4	102 2 8
Add—Indirect expenditure for all Colleges.	...	...	...	2,35,102	657	1,60,143	2,72,361	6,68,263	...	...	...
GRAND TOTAL FOR ALL COLLEGES	18,478	18,449	16,490	8,84,518	847	12,31,204	4,36,690	25,53,259	...	...	...

No. 5.

Statement showing the results of the Intermediate Examination held in 1916-17.

Name of Colleges.	IN ARTS.						IN SCIENCE.					
	Number of candidates.	Number passed. First Division.	Second Division.	Third Division.	Total.	Percentage of success.	Number of candidates.	Number passed. First Division.	Second Division.	Third Division.	Total.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13
Government Colleges.												
1. Presidency College ...	86	52	24	...	76	88·3	76	55	7	...	62	81·5
2. Hooghly ,, ...	31	14	3	...	17	54·8	28	13	4	...	17	60·7
3. Krishnagar ,, ...	45	7	21	1	29	64·4	16	6	4	...	10	62·5
4. Sanskrit ,, ...	64	8	22	3	33	51·5	...	...	...	...	...	...
5. Dacca ,, ...	169	30	27	10	67	39·6	43	21	4	...	25	58·1
6. Chittagong ,, ...	46	25	10	2	37	80·4	21	18	1	...	19	90·4
7. Rajshahi ,, ...	177	27	31	8	66	37·2	43	23	2	...	25	58·1,
8. Bethune ,, ...	17	5	7	...	12	70·6	...	...	...	...	...	...
Total for 1916-17 ...	635	168	145	24	*337	53·07	227	136	22	...	158	69·6
Municipal College.												
Midnapore College	80	19	17	2	38	47·5	...	...	..	...	...	...
Total for 1916-17 ...	80	19	17	2	38	47·5	...	...	...	...	...	...
Aided Colleges.												
1. St. Xavier's College	115	12	30	10	52	45·2	112	37	34	2	73	65·1
2. Scottish Churches College ...	207	60	54	11	125	60·4	98	50	11	1	62	63·2
3. Daulatpur Hindu Academy ...	190	23	51	15	89	46·8	38	13	11	1	25	65·7
4. Wesleyan Mission College ...	94	18	21	4	43	45·7	23	8	6	...	14	60·8
5. Comilla Victoria ,, ...	260	31	73	11	115	44·2	...	...	...	...	...	...
6. Jagannath ,, ...	188	33	43	3	79	42·02	21	4	4	1	9	42·8
7. Brojomohan ,, ...	199	43	78	11	132	66·3	...	...	...	...	...	...
8. Anandamohan ,, ...	209	20	53	10	83	39·7	...	...	...	...	...	...
9. Narail Victoria ,, ...	62	17	16	...	33	53·2	...	...	...	...	...	...
10. St. Paul's Cathedral Mission College.	63	20	29	4	53	84·1	...	...	...	...	...	...
11. Serampore College ...	82	6	28	13	47	57·3	...	...	...	...	...	..
12. Pabna Edward ,, ...	149	17	47	8	72	48·3	...	...	...	...	...	...
13. Diocesan ,, ...	9	5	3	...	8	88·8	...	...	...	...	...	...
Total for 1916-17 ...	1,827	305	526	100	*931	50·9	292	112	66	5	183	62·6
Unaided Colleges.												
1. City College ...	327	62	78	23	163	49·8	111	36	23	...	59	53·1
2. Ripon ,, ...	386	54	94	13	161	41·7	139	19	28	1	48	34·5
3. Burdwan Raj ,, ...	64	23	20	2	45	70·3	...	...	...	...	...	...
4. Krishnath ,, ...	323	72	117	10	199	61·6	84	32	15	2	49	58·3
5. Central ,, ...	232	20	43	21	84	36·2	...	...	...	...	...	...
6. Uttarpara ,, ...	66	9	13	4	26	39·4	30	8	6	2	16	53·3
7. Hetampore ,, ...	20	4	4	...	8	40·0	...	...	...	...	...	...
8. Bangabasi ,, ...	445	19	57	23	99	22·2	239	46	42	4	92	38·5
9. Metropolitan ,, ...	514	42	102	27	171	33·2	121	23	22	2	47	38·8
10. South Suburban ,, ...	92	12	22	9	43	46·7	...	...	...	...	...	...
11. Loreto House ,, ...	2	2	...	...	2	100	...	...	...	...	...	...
Total for 1916-17 ...	2,471	319	550	132	*1,001	40·5	724	164	136	11	311	42·9

* Excludes those passed in one subject only.

No. 6.

Statement showing the results of the B. A. and B. Sc. Examinations held in 1916-17.

Name of Colleges.	B.A.						B.Sc.						Total.						
	Candidates.		Honours First Division.	Second Honours Division.	Pass.	Total passed.	Candidates.		Honours First Division.	Second Honours Division.	Pass.	Total passed.	Candidates.		Honours First Division.	Second Honours Division.	Pass.	Total passed.	Percentage of success.
	Honours.	Pass.					Honours.	Pass.					Honours.	Pass.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Government Colleges.																			
1. Presidency College ...	50	32	9	29	25	63	55	33	15	20	25	60	105	65	24	49	50	123	72·3
2. Hooghly ,, ...	1	26	...	1	13	14	...	10	...	...	8	8	1	36	...	1	21	22	59·4
3. Krishnagar ,, ...	1	21	1	...	15	16	...	10	...	...	6	6	1	31	1	...	21	22	68·7
4. Sanskrit ,, ...	12	60	1	6	25	32	...	...	...	...	...	...	12	60	1	6	25	32	44·4
5. Dacca ,, ...	49	126	2	23	66	91	12	17	...	7	13	20	61	143	2	30	79	111	54·4
6. Chittagong ,, ...	1	30	...	1	19	20	2	4	1	1	4	6	3	34	1	2	23	26	70·2
7. Rajshahi ,, ...	15	117	2	9	55	66	5	25	1	2	18	21	20	142	3	11	73	87	53·7
8. Bethune ,, ...	...	8	...	...	8	8	...	...	...	...	...	...	...	8	...	...	8	8	100
Total ...	129	420	15	69	226	310	74	99	17	30	74	121	203	519	32	99	300	431	59·6
Aided Colleges.																			
1. St. Xavier's College ...	...	...	...	...	...	...	4	24	...	2	16	18	4	24	...	2	16	18	64·2
2. Scottish Churches College.	77	161	7	46	98	151	22	40	3	6	28	37	99	191	10	52	126	188	64·8
3. Daulatpur Hindu Academy.	...	60	...	...	34	34	...	...	...	...	...	...	...	60	...	...	34	34	56·6
4. Wesleyan Mission College.	1	46	1	...	27	28	...	...	...	...	...	...	1	46	1	...	27	28	59·5
5. Jagannath College ...	14	130	...	6	61	67	...	...	...	...	...	...	14	130	...	6	61	67	46·5
6. Brajomohon ,, ...	...	94	...	...	56	56	...	...	...	...	...	...	...	94	...	...	56	56	59·6
7. Anandamohon ,, ...	...	35	...	...	21	21	...	...	...	...	...	...	...	35	...	...	21	21	60·0
8. St. Paul's Cathedral Mission College.	7	31	...	5	20	25	...	...	...	...	...	...	7	31	...	5	20	25	65·7
9. Serampore College ...	9	25	1	8	19	28	...	...	...	...	...	...	9	25	1	8	19	28	82·3
10. Diocesan ,, ...	...	1	...	...	1	1	...	...	...	...	...	...	...	1	...	...	1	1	100·0
Total ...	108	573	9	65	337	411	26	64	3	8	44	55	134	637	12	73	381	466	60·4
Unaided Colleges.																			
1. City College ...	33	353	5	16	159	180	...	...	...	...	...	...	33	353	5	16	159	180	46·6
2. Ripon ,, ...	39	399	1	18	149	168	...	...	...	...	...	...	39	399	1	18	149	168	38·3
3. Bangabasi ,, ...	9	178	...	4	78	82	1	46	...	...	21	21	10	224	...	4	99	103	44·0
4. Krishnath ,, ...	22	220	...	11	71	82	9	29	...	2	18	20	31	249	...	13	89	102	36·4
5. Metropolitan ,, ...	30	538	2	12	279	293	1	23	...	...	16	16	31	561	2	12	295	309	50·5
Total ...	133	1,688	8	61	736	805	11	98	...	2	55	57	144	1,786	8	63	791	862	44·6
Grand Total ...	370	2,681	32	195	1,299	1,526	111	261	20	40	173	233	481	2,942	52	235	1,472	1,759	51·3
Non-Collegiate students ...	11	109	2	5	44	51	8	46	...	2	26	28	19	155	2	7	70	79	45·4
Grand Grand Total ...	381	2,790	34	200	1,343	1,577	119	307	20	42	199	261	500	3,097	54	242	1,542	1,838*	51·09

*The figures will not tally with those given in General Table VI except in the total as the Honours candidates who passed in Pass Course only were shewn by the University against Pass Course passes, and the University figures were followed in General Table VI.

No. 7.

Statement showing the results of the M. A. and M. Sc. Examinations held in 1916-17.

Colleges.	ENGLISH.				SANSKRIT.									
	Group A.		Group B.		Group A.		Group D.		Group G.		Group H.		Group I.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
M. A.														
Presidency College	31	20	...	...	...	...	...	...	...	...	...	...	...	...
Dacca ,, ...	8	5	...	...	...	...	...	...	...	...	...	...	...	...
Scottish Churches ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Students ...	84	31	2	...	5	5	...	...	...	...	...	...	1	1
Non-Collegiate ...	78	31	2	1	6	2	1	1	1	1	1	...	2	2
Total ...	201	87	4	1	11	7	1	1	1	1	1	...	3	3

Colleges.	PALI.		PERSIAN.		HISTORY.		PHILOSOPHY.		POLITICAL ECONOMY.			
	Group A.								Group A.		Group B.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
	16	17	18	19	20	21	22	23	24	25	26	27
M. A.												
Presidency College	...	...	...	...	23	14	7	4	11	6	8	4
Dacca ,, ...	...	...	...	...	...	...	...	...	...	...	...	...
Scottish Churches ,, ...	...	...	...	...	...	...	6	4	...	...	...	...
University Students ...	2	2	2	2	57	32	54	24	30	13	26	11
Non-Collegiate ...	...	...	5	3	66	30	50	20	21	10	16	8
Total ...	2	2	7	5	146	76	117	52	62	29	50	23

Colleges.	MATHEMATICS.				NATURAL AND PHYSICAL SCIENCE.										EXPERIMENTAL PSYCHOLOGY.		TOTAL.	
	Pure.		Mixed.		Chemistry.		Physics.		Botany.		Geology.		Physiology.					
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
M. A.																		
Presidency College	...	...	3	3	1	1	...	...	...	...	...	...	...	...	...	...	84	52
Dacca ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	5
Scottish Churches ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	4
University Students ...	23	9	...	...	1	1	...	...	...	...	...	...	...	...	...	...	287	131
Non-Collegiate ...	14	6	2	...	2	...	...	...	...	...	...	...	...	...	...	...	267	115
Total ...	37	15	5	3	4	2	...	...	...	...	...	...	...	...	...	...	652	307
M. Sc.																		
Presidency College	...	...	20	14	15	12	19	12	...	...	...	...	2	2	...	...	56	40
Dacca ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Students ...	46	19	...	...	4	4	4	3	1	...	1	...	...	...	...	...	56	26
Non-Collegiate ...	41	13	...	...	6	5	2	2	2	1	1	...	...	...	1	1	53	22
Total ...	87	32	20	14	25	21	25	17	3	1	2	...	2	2	1	1	165	88

No. 8.

Statement showing in detail the attendance and expenditure in different classes of Secondary Schools for Indian boys and girls during the year 1916-1917.

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March.	Average monthly number on the rolls during the year.	Expenditure. From public funds. Provincial revenues.	District funds.	Municipal funds.	Native states revenues.	From private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
For Boys.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government — High English	41	14,689	14,153	2,43,932	...	...	...	3,47,311	1,739	5,92,982
Government — Middle English	5	664	614	12,965	...	...	...	4,252	4	17,221
Government — Middle Vernacular	2	103	89	2,746	...	...	...	171	6	2,923
District or Municipal funds — High English	4	1,988	1,884	7,367	...	2,603	...	38,868	403	49,241
District or Municipal funds — Middle English	43	4,674	4,419	...	17,729	880	...	37,155	2,736	58,500
District or Municipal funds — Middle Vernacular	44	2,925	2,724	...	20,427	...	...	11,930	1,003	33,260
Aided — High English	259	77,105	72,501	2,90,728	4,741	7,413	...	14,13,169	1,25,922	18,41,973
Aided — Middle English	885	90,675	85,744	1,09,430	1,57,929	8,069	...	7,67,972	2,21,530	12,64,930
Aided — Middle Vernacular	274	16,528	15,670	36,015	20,557	192	...	64,588	25,704	1,47,056
Unaided — High English	394	1,24,288	1,16,478	...	...	...	...	22,63,273	(c) 3,34,135	25,97,408
Unaided — Middle English	669	64,346	59,601	...	...	...	...	4,51,551	1,93,012	6,44,563
Unaided — Middle Vernacular	29	1,897	1,718	...	...	...	...	7,289	9,030	16,319
Total for 1916-17 — High English	698	218,070	205,016	5,42,027	4,741	10,016	...	40,62,621	(b) 4,62,199	50,81,604
Total for 1916-17 — Middle English	1,602	160,359	150,378	1,22,395	1,75,658	8,949	...	12,60,930	(c) 4,17,282	19,85,214
Total for 1916-17 — Middle Vernacular	349	21,253	20,201	38,761	40,984	192	...	83,878	35,743	1,99,558
Total for 1915-16 — High English	616	197,530	187,087	4,92,641	3,203	7,649	1,200	36,52,607	4,53,180	46,10,480
Total for 1915-16 — Middle English	1,481	151,402	145,694	1,27,613	1,68,715	9,063	904	12,01,408	3,93,119	19,00,822
Total for 1915-16 — Middle Vernacular	383	23,094	22 118	40,906	39,370	192	...	89,039	34,311	2,03,818
For Girls.										
Government — High English	4	822	792	67,317	...	...	...	10,539	375	78,231
Government — Middle English	2	252	239	7,651	...	...	...	636	161	8,448
Government — Middle Vernacular	1	130	119	3,064	...	...	...	111	145	3,320
District or Municipal funds — High English	...	...	...	...	...	...	...	...	...	...
District or Municipal funds — Middle English	1	63	65	1,643	...	855	...	393	118	3,009
District or Municipal funds — Middle Vernacular	1	108	85	480	...	1,053	...	96	...	1,629
Aided — High English	9	1,190	1,056	45,356	...	1,411	...	30,280	47,338	1,24,385
Aided — Middle English	17	2,270	2,152	39,637	15	3,256	...	12,318	25,626	80,852
Aided — Middle Vernacular	27	2,546	2,372	17,663	140	2,595	...	7,128	34,562	62,088
Unaided — High English	1	47	35	...	...	...	...	1,823	11,528	13,351
Unaided — Middle English	...	...	...	...	...	...	...	...	...	...
Unaided — Middle Vernacular	1	139	97	...	...	...	...	122	102	224
Total for 1916-17 — High English	14	2,059	1,883	1,12,673	...	1,411	...	42,642	59,241	2,15,967
Total for 1916-17 — Middle English	20	2,585	2,456	48,931	15	4,111	...	13,347	25,905	92,309
Total for 1916-17 — Middle Vernacular	30	2,923	2,673	21,207	140	3,648	...	7,457	34,809	67,261
Total for 1915-16 — High English	14	2,122	2,048	1,24,583	...	1,950	...	46,549	45,163	2,18,245
Total for 1915-16 — Middle English	21	2,557	2,466	45,811	395	3,076	...	6,150	24,907	80,329
Total for 1915-16 — Middle Vernacular	28	2,508	2,878	21,271	254	3,482	325	5,831	29,231	60,444
Grand Total Secondary Schools for 1916-17.	2,713	407,249	382,607	8,85,994	2,21,538	28,327	...	54,70,875	(b and c) 10,35,179	76,41,913
Grand Total Secondary Schools for 1915-16.	2,543	379,213	362,291	8,52,825	2,11,927	25,412	2,429	50,01,584	9,79,961	70,74,138

(b) Includes Rs. 116 from Provincial revenues, Rs. 300 from District Funds and Rs. 2,700 from Municipal Fund to some unaided High Schools.
(c) Includes Rs. 52 paid to an unaided Middle English from Municipal Funds.

No. 9.

Qualification statement of Teachers in Government, Aided and Unaided Schools for Indians during the year 1916-17.

A.—Boys.

Class of School.	Number of schools.	Number of teachers employed.	Teachers passing Examinations.															Passing no examination.	Number of vacancies which occurred during the year.
			M. A.	B. A.	F. A.	Entrance.	Vernacular Mastership: Passed final examination.	Vernacular Mastership: Lower grade examination.	Guru-Training School.	Middle English or Standard IV.	Middle Vernacular or Standard VI.	Upper Primary or Standard IV.	Lower Primary or Standard II.	Sanskrit Title Examination.	Madrassah Central Examination.	Other examinations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High English.																		
Government ...	45	742	38	190	150	123	60	...	1	2	4	...	...	52	49	40	33	26
Aided	259	3,611	93	763	783	757	259	42	31	93	77	3	3	283	167	34	224	372
Unaided	394	5,564	140	1,143	928	1,507	257	46	37	191	136	6	1	441	259	49	423	464
Total ...	698	9,917	271	2,096	1,861	2,387	576	88	69	286	217	9	4	775	475	123	680	862
Middle English.																		
Government ...	48	291	...	3	31	81	55	8	16	22	37	3	...	...	7	4	24	17
Aided	885	5,139	2	32	442	1,474	850	142	369	677	479	83	10	9	117	20	433	395
Unaided	669	3,713	...	17	184	1,053	439	122	270	662	406	108	8	15	75	13	341	245
Total ...	1,602	9,143	2	52	657	2,608	1,344	272	655	1,361	922	194	18	24	199	37	798	657
Middle Vernacular.																		
Government ...	46	174	...	...	...	4	47	23	18	19	50	7	1	...	...	...	5	3
Aided	274	906	...	1	10	50	209	33	112	127	243	46	4	1	2	2	66	67
Unaided	29	100	...	...	...	6	21	10	4	14	31	8	1	1	1	...	3	9
Total ...	349	1,180	...	1	10	60	277	66	134	160	324	61	6	2	3	2	74	79
Upper Primary.																		
Government ...	272	530	...	...	...	3	26	14	227	61	86	66	6	...	1	...	40	40
Aided	2,813	5,804	...	...	1	51	35	86	1,292	1,183	1,225	1,393	160	5	14	4	355	457
Unaided	80	170	...	...	...	4	1	2	12	44	34	41	7	...	1	...	24	5
Total ...	3,165	6,504	...	...	1	58	62	102	1,531	1,288	1,345	1,500	173	5	16	4	419	502
Lower Primary.																		
Government ...	2,664	4,445	...	...	...	3	5	22	2,023	416	431	1,003	337	...	33	19	153	291
Aided	22,880	25,192	...	...	1	31	22	56	2,486	3,744	3,942	7,644	2,979	1	366	153	3,767	1,418
Unaided	3,879	4,028	...	...	2	7	4	7	160	552	544	1,350	609	1	43	24	725	87
Total ...	29,423	33,665	...	...	3	41	31	85	4,669	4,712	4,917	9,997	3,925	2	442	196	4,645	1,796
Grand Total ...	35,237	60,409	273	2,149	2,532	5,154	2,290	613	7,058	7,807	7,725	11,761	4,126	808	1,135	362	6,616	3,896

B.—Girls.

High English.																		
Government ...	4	49	3	9	3	10	7	3	...	1	1	...	...	1	...	9	2	1
Aided	8	104	7	21	10	13	11	5	2	...	...	...	...	4	...	27	4	...
Unaided	1	8	...	1	3	3	1	...	...	...	...	...	...	...	...	...	...	...
Total ...	13	161	10	31	16	26	19	8	2	1	1	...	...	5	...	36	6	1
Middle English.																		
Government ...	3	17	...	...	1	1	2	1	...	1	3	...	1	...	...	7	...	...
Aided	17	128	...	4	8	15	19	17	4	18	14	7	2	2	...	9	9	1
Total ...	20	145	...	4	9	16	21	18	4	19	17	7	3	2	...	16	9	1
Middle Vernacular.																		
Government ...	2	9	...	...	...	1	...	1	...	...	3	...	...	...	...	...	4	1
Aided	27	129	1	...	...	10	10	6	18	19	14	7	7	1	...	11	25	6
Unaided	1	2	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...
Total ...	30	140	1	...	...	11	10	7	18	19	18	7	8	1	...	11	29	7
Upper Primary.																		
Government ...	27	53	...	...	...	1	4	2	12	5	16	4	2	...	...	2	8	2
Aided	198	507	...	...	...	16	24	27	53	74	102	78	19	8	1	38	67	12
Unaided	3	10	...	...	...	1	1	1	...	...	3	...	1	1	...	...	2	1
Total ...	228	573	...	...	...	18	29	30	65	79	121	82	22	9	1	40	77	15
Lower Primary.																		
Government ...	64	85	...	...	...	1	3	4	17	13	17	15	4	1	1	...	9	1
Aided	7,584	6,826	1	...	...	18	15	55	785	913	1,074	1,946	876	60	35	51	967	197
Unaided	1,486	1,216	...	...	...	3	3	4	120	178	196	390	161	...	5	10	146	37
Total ...	9,134	8,127	1	...	...	22	51	63	922	1,104	1,287	2,351	1,041	61	41	61	1,122	235
Grand Total ...	9,425	9,146	12	35	25	93	130	126	1,011	1,222	1,444	2,447	1,074	78	42	164	1,243	259

No. 10.

Statement showing attendance and expenditure in Primary Schools and cost of primary education for Indian boys and girls during the year 1916-17.

Class of Schools.	Number of schools.	Number of pupils on the roll during the year.	Average monthly number on the roll.	Expenditure. Public funds. Provincial revenues.	District funds.	Municipal funds.	Native State revenues.	Private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
DIRECT.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Boys.										
Government ... Upper Primary ...	106	4,226	4,137	63,588	...	...	...	2,939	6	66,533
Government ... Lower ,, ...	21	720	720	7,626	44	40	...	239	60	8,009
District or Municipal Boards. Upper ,, ...	166	8,240	8,061	58	32,371	312	...	16,032	1,036	49,809
District or Municipal Boards. Lower ,, ...	2,643	120,430	114,313	1,418	3,05,015	1,024	...	1,84,756	12,267	5,04,480
Native States ... Upper ,, ...	...	...	...	...	...	...	...	...	...	...
Native States ... Lower ,, ...	...	...	...	...	...	...	...	...	...	...
Aided ... Upper ,, ...	2,813	143,108	137,706	24,895	2,57,086	17,636	...	3,05,526	53,769	6,58,912
Aided ... Lower ,, ...	22,880	766,844	730,364	92,154	7,75,150	72,593	...	12,00,613	1,83,419	23,23,929
Unaided ... Upper ,, ...	80	4,173	3,733	...	...	...	...	8,559	4,287	12,846
Unaided ... Lower ,, ...	3,819	112,045	101,463	...	...	...	...	1,40,290	33,168	1,73,458
Total for 1916-17 Upper ,, ...	3,165	159,747	153,637	88,541	2,89,457	17,948	...	3,33,056	59,098	7,88,100
Total for 1916-17 Lower ,, ...	29,423	1,000,039	946,860	1,01,198	10,80,209	73,657	...	15,25,898	2,28,914	30,09,876
Total for 1915-16 Upper ,, ...	3,190	159,712	156,801	92,192	2,89,133	12,908	574	3,34,829	55,921	7,85,657
Total for 1915-16 Lower ,, ...	28,422	864,397	921,532	1,15,117	10,61,736	53,039	1,232	14,57,359	2,43,102	29,31,585
Girls.										
Government ... Upper Primary ...	24	1,250	1,244	11,324	138	60	...	133	464	12,119
Government ... Lower ,, ...	44	1,636	1,546	11,336	218	63	...	217	641	12,475
District or Municipal Boards. Upper ,, ...	3	117	127	...	480	468	...	36	..	984
District or Municipal Boards. Lower ,, ...	20	684	696	...	3,937	...	...	...	...	3,937
Native States ... Upper ,, ...	...	...	...	...	...	...	...	...	...	...
Native States ... Lower ,, ...	...	...	...	...	...	...	...	...	...	...
Aided ... Upper ,, ...	198	12,077	11,588	51,679	6,757	7,537	...	14,940	57,141	1,38,054
Aided ... Lower ,, ...	7,584	169,312	160,772	82,827	2,02,578	20,008	...	22,000	71,403	3,98,816
Unaided ... Upper ,, ...	3	208	201	...	...	...	...	307	2,150	2,457
Unaided ... Lower ,, ...	1,486	28,795	26,464	...	...	...	...	4,223	12,497	16,720
Total for 1916-17 Upper ,, ...	228	13,652	12,160	63,003	7,375	8,065	...	15,416	59,755	1,53,614
Total for 1916-17 Lower ,, ...	9,134	200.427	189,478	94,163	2,06,733	20,071	...	26,440	84,541	4,31,948
Total for 1915-16 Upper ,, ...	229	14,051	13,556	59,784	7,063	6,565	...	14,415	56,750	1,44,577
Total for 1915-16 Lower ,, ...	8,555	188,418	178,720	82,803	1,95,180	18,290	156	17,491	79,550	3,94,070
Other schools teaching the primary standard.	67	1,764	1,681	34,840	952	96	...	1.260	123	37,271
GRAND TOTAL OF DIRECT EXPENDITURE FOR 1916-17.	...	...	...	3,81,745	15,84,726	1,19,837	...	19,02,070	4,32,431	44,20,809
GRAND TOTAL OF DIRECT EXPENDITURE FOR 1915-16.	...	...	...	3,84,266	15,53,112	91,472	1,962	18,25,677	4,35,866	42,92,355
INDIRECT EXPENDITURE.										
Charges for abolished schools ...	...	...	...	2,355	13,516	837	...	177	...	16,885
,, for buildings	...	...	...	29,824	1,74,704	6,685	...	...	1,00,951	3,12,164
,, for scholarships	...	...	...	6,915	26,145	913	...	...	65	34,038
,, for conducting examinations	...	...	...	48	139	...	...	230	...	417
,, for Assistant Sub-Inspectors	...	...	...	12,369	8,232	...	...	...	...	20,601
,, for Inspecting Pandits and Maulvis.	...	...	...	6,408	40,816	1,191	...	...	...	48,415
,, for Sub-Inspectors and 80 per cent. of the actual charges for Deputy and Additional Deputy Inspectors of schools.	...	...	...	4,31,507	...	...	...	...	959	4,32,466
,, for Assistant Inspectress ...	...	...	...	43,659	...	...	...	...	...	43,659
Miscellaneous charges	...	...	...	2,991	16,740	946	...	...	854	21,531
Total Indirect Expenditure for 1916-17.	...	...	...	5,36,076	2,80,292	10,572	...	407	1,02,829	9,30,176
Total Indirect Expenditure for 1915-16.	...	...	...	5,15,029	3,60,285	10,864	...	1,186	69,833	9,57,197
GRAND TOTAL FOR 1916-17 ...	...	...	...	9,17,821	18,65,018	1,30,409	...	19,02,477	5,35,260	53,50,985
GRAND TOTAL FOR 1915-16 ...	...	...	...	8,99,295	19,13,397	1,02,336	1,962	18,26,863	5,05,699	52,49,552
Proportionate expenditure of primary departments of Secondary Schools for Indian pupils for 1916-17.	...	...	...	3,19,318	1,02,335	17,431	110	18,54,354	4,37,203	27,30,751
Ditto ditto for 1915-16.	...	...	...	3,07,522	96,057	17,504	1,149	15,90,201	3,77,489	23,89,922
GRAND TOTAL FOR 1916-17 ...	...	...	...	12,37,139	19,67,353	1,47,840	110	37,56,831	9,72,463	80,81,736
GRAND TOTAL FOR 1915-16 ...	...	...	...	12,06,817	20,09,454	1,19,840	3,111	34,17,064	8,83,188	76,39,474

No. 11.

Statement showing the attendance and expenditure in Professional Colleges during the year 1916-17.

Professional Colleges	Number of pupils on the rolls on the 31st March 1917.	Average monthly number.	Expenditure in 1916-17. From public funds. Provincial revenues.	From public funds. District or municipal funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	Cost per annum of educating each student. From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
(A) Law—										
Government. 1. University Law College.	2,161	2,199	30,000	...	1,49,055	...	1,79,055	13·6	67·8	81·4
Government. 2. Dacca Law College ...	268	251	...	...	14,779	...	14,779	...	58·8	58·8
Government. 3. Rajshahi ,, ...	21	18	...	...	1,283	...	1,283	...	71·3	71·3
Government. 4. Chittagong ,, ...	17	14	...	...	1,116	...	1,116	...	79·7	79·7
Municipal—1. Midnapore ,, ...	4	4	...	...	214	...	214	...	53·5	53·5
Unaided 1. Ripon ,, ...	425	438	...	...	18,642	...	18,642	...	42·5	42·5
Unaided 2. Berhampore ,, ...	16	12	...	...	790	...	790	...	65·8	65·8
Total for Law Colleges ...	2,912	2,936	30,000	...	1,85,879	...	2,15,879	10·2	63·3	73·5
(B) Medicine—										
Government—Medical College, Calcutta.	906	974	2,09,047	...	94,468	...	3,03,515	214·6	97	311·6
Belgachia Medical College ...	58	59	...	...	8,820	9,310	18,130	...	307·3	307·3
(C) Engineering—										
Government—Civil Engineering College, Sibpur.	284	264	2,09,750	...	19,233	4,812	2,33,795	794·5	91·0	885·5
(D) Teaching—										
Government. 1. David Hare Training College, Calcutta.	27	27	24,661	...	...	...	24,661	913·3	...	913·3
Government. 2. Dacca Training College.	59	59	54,762	...	...	2,700	57,462	928·2	45·7	973·9
Aided ... 1. Bhowanipur L. M. S. Training Class.	7	7	13,320	...	...	...	13,320	1,902·8	...	1,902·8
Aided ... 2. Diocesan Training Class.	7	7	7,200	...	162	...	7,362	1,028·6	23·1	1,051·7
Unaided —1. Loreto House Training Class.	4	4	...	...	360	740	1,100	...	275	275
Total of Training Colleges ...	104	104	99,943	...	522	3,440	1,03,905	960·9	38·0	999·9
Government Veterinary College Bengal.	148	151	1,30,358	...	154	...	1,30,512	863·3	1·0	864·3
Total of professional colleges for 1916-17	4,412	4,488	6,79,098	...	3,03,076	17,562	10,05,736	151·3	72·7	224·0

No. 12.

Statement showing the attendance and expenditure in Training Schools for 1915-16 and 1916-17.

Class of Schools.	Number of Schools.		Number of Pupils.		Expenditure in 1916-17.						Total.
					Public funds.				Private funds.		
	1915-16.	1916-17.	1915-16.	1916-17.	Provincial funds.	District funds.	Municipal funds.	Native States.	Fees and fines.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11	12
FOR MASTERS.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
FIRST GRADE.											
Government—											
1. Calcutta Training School	1	1	88	89	22,299	...	...	...	10	...	22,309
2. Hooghly ,, ,, ...	1	1	93	88	14,619	...	...	...	22	...	14,641
3. Dacca ,, ,, ...	1	1	95	97	20,747	...	...	...	181	105	21,033
4. Chittagong ,, ,, ...	1	1	71	83	11,170	...	...	...	24	14	11,208
5. Rangpur ,, ,, ...	1	1	67	75	10,842	...	...	...	83	...	10,925
Total ...	5	5	414	432	79,677	...	...	...	320	119	80,116
Aided—											
Krishnagore Christian Missionary Society's Training School.	1	1	31	24	2,379	...	...	...	...	4,533	6,912
Grand Total for first grade Training Schools.	6	6	445	456	82,056	...	...	...	320	4,652	87,028
GURU-TRAINING SCHOOLS.											
Government—											
Burdwan Division	32	32	500	504	55,662	...	...	...	2,058	...	57,720
Presidency ,, ...	42	41	628	605	65,348	...	...	...	3,048	18	68,414
Calcutta	1	1	14	15	1,651	...	...	...	...	...	1,651
Dacca Division	16	16	307	307	35,965	...	...	...	1,757	6	37,728
Chittagong ,, ...	7	7	142	141	14,757	...	...	...	494	...	15,251
Rajshahi ,, ...	15	15	308	306	32,143	...	...	...	1,373	...	33,516
Total ...	113	112	1,899	1,878	2,05,526	...	...	...	8,730	24	2,14,280
Aided—											
Presidency Division	...	1	...	16	1,585	...	...	...	...	...	1,585
Burdwan ,, ...	1	1	10	8	880	...	...	...	...	769	1,649
Rajshahi ,, ...	1	1	36	46	8,118	...	...	...	...	8,665	16,783
Total ...	2	3	46	70	10,583	...	...	...	...	9,434	20,017
Grand Total of Guru-Training Schools.	...	...	...	...	...	...	...	...	...	...	...
SPECIAL TRAINING CLASS.											
Government—											
Dacca Division	2	1	41	23	...	...	...	...	...	...	...
Chittagong Division	2	2	17	17	1,877	...	...	...	...	...	1,877
Total ...	4	3	58	40	1,877	...	...	...	...	...	1,877
Grand Total of all Training Schools for Masters.	126	124	2,448	2,444	3,00,042	...	...	...	9,050	14,110	3,23,202
Total for 1915-16 ...	126	...	2,448	...	3,04,976	...	...	...	9,181	13,763	3,37,920
FOR MISTRESSES.											
Government—											
Burdwan Division	...	...	...	...	...	...	...	...	...	...	...
Presidency ,, ...	...	...	...	...	...	...	...	...	...	...	...
Calcutta	1	1	15	16	4,118	...	...	...	...	...	4,118
Dacca Division	1	1	22	22	12,430	...	...	...	80	...	12,510
Chittagong ,, ...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ,, ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2	2	37	38	16,548	...	...	...	80	...	16,628
Aided—											
Burdwan Division	1	1	5	4	1,040	...	...	...	...	1,416	2,456
Presidency ,, ...	...	1	...	21	3,631	...	...	...	...	1,801	5,432
Calcutta	4	4	59	49	11,401	...	320	...	3,643	5,457	20,821
Dacca Division	...	...	...	...	...	...	...	...	...	...	...
Chittagong ,, ...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ,, ...	1	1	8	11	600	...	...	...	...	867	1,467
Total ...	6	7	72	85	16,672	...	320	...	3,643	9,541	30,176
Grand Total for all Training Schools for Mistresses.	8	9	109	123	33,220	...	320	...	3,723	9,541	46,804
Total for 1915-16 ...	8	...	163	...	35,319	...	400	...	5,522	12,416	53,657

No. 13.

Statement showing the results of Training Schools for 1916-17.

Name of Schools.	Second Grade Certificate.					First Grade Certificate.					Total.		Percentage of success to the total candidates.
	Candidates examined.	Number passed.				Candidates examined.	Number passed.				Candidates examined.	Candidates passed.	
		High.	Medium.	Low.	Total.		High.	Medium.	Low.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
First Grade, Training Schools.													
Government—													
1. Calcutta Training School	25	11	11	2	24	30	11	16	...	27	55	51	92·7
2. Hooghly ,, ,, ...	26	10	13	3	26	22	4	12	1	17	48	43	89·6
3. Dacca ,, ,, ...	...	...	...	...	...	64	6	40	...	46	64	46	71·8
4. Chittagong ,, ,, ...	...	...	...	...	...	50	3	29	...	32	50	32	64·0
5. Rangpur ,, ,, ...	...	...	...	...	...	28	...	10	...	10	28	10	35·7
Aided—													
Krishnagore Christian Missionary Society's Training School.	7	...	5	...	5	4	...	3	...	3	11	8	72·7
Total ...	58	21	29	5	55	198	24	110	1	135	256	190	74·2
Guru and Mianji Training Schools.													
Burdwan Division	...	...	...	...	...	...	...	...	...	...	242	166	68·6
Presidency ,, ...	...	...	...	...	...	...	...	...	...	...	295	76	25·7
Calcutta	...	...	...	...	...	...	...	...	...	...	8	5	62·5
Dacca Division	...	...	...	...	—	...	...	...	...	...	359	314	87·5
Chittagong ,, ...	...	...	...	...	...	...	...	...	...	...	146	123	84·2
Rajshahi ,, ...	...	...	...	...	...	...	..	...	...	...	299	244	81·6
Total ...	...	...	...	...	...	...	...	...	...	...	1,349	928	68·8

No. 14.

Statement showing the attendance and expenditure of schools teaching Engineering and Surveying for 1916-17.

Name of Institution.	Number of Institution.	Number of pupils on the rolls on the 31st March 1917.	Average monthly roll number.	Direct Expenditure.					Total.	Average annual cost of educating a pupil.	
				From public funds.			From public funds.			Cost of public funds.	Total cost.
				Provincial revenues.	District funds.	Municipal funds.	Fees and fines.	Other sources.			
1	2	3	4	5	6	7	8	9	10	11	12
1. Engineering School.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A.	Rs. A.
Government.											
Dacca School of Engineering ...	1	118	133	46,185	...	...	4,516	1,838	52,539	347 2	395 0
2. Surveying School.											
Government.											
Bengal Land Survey School at Mainamati.	1	40	36	12,316	...	...	...	...	12,316	342 1	342 1
Total for the year ...	2	158	169	58,501	...	...	4,516	1,838	64 855	346 1	383 7

No. 15.

Statement showing the attendance and expenditure of the Institutions for Indian pupils teaching Art, Industry and Commerce for 1916-17.

Name of Institution.	Number of Institution.	Number of pupils on the rolls on 31st March 1917.	Average monthly number on the rolls.	Expenditure. From public funds. Provincial revenues.	District funds.	Municipal funds.	From private funds. Fees and fines.	Other sources.	Total.	Average cost per pupil. Cost of public funds.	Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
1. Art.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Calcutta Government	1	282	278	36,300	...	...	4,873	...	41,173	130 9 3	148 1 8
Aided	1	53	53	1,650	...	450	1,118	5,993	9,211	39 9 11	173 12 8
Unaided	2	312	303	...	...	...	9,870	846	10,716	...	34 12 8
Presidency unaided	1	20	18	...	...	...	...	150	150	...	8 5 4
Total ...	5	667	657	37,950	...	450	15,861	6,989	61,250	52 2 2	102 6 5
Total for 1915-16 ...	4	618	593	30,727	...	450	15,902	8,307	55,386	52 2 2	92 9 11
2 Industry.											
(a) *Government.*											
Burdwan Division	2	92	95	21,980	242	...	204	...	22,426	233 14 7	236 1 0
Dacca ,, ...	2	100	112	8,990	...	...	...	5,828	14,818	80 4 2	132 4 10
Rajshahi ,, ...	5	160	163	20,509	2,146	...	1,102	4,608	28,365	139 0 9	174 0 7
Chittagong ,, ...	1	11	10	1,230	1,142	...	...	...	2,372	237 3 2	237 3 2
Total ...	10	363	380	52,709	3,530	...	1,306	10,436	67,981	147 3 3	171 0 0
Total for 1915-16 ...	10	382	357	49,098	3,660	...	1,185	7,289	61,232	147 12 6	171 8 3
(b) *District Board.*											
Burdwan Division	1	31	30	960	1,492	...	831	336	3,619	81 11 8	120 10 1
Presidency ,, ...	1	37	34	360	1,881	48	...	837	3,126	81 1 5	104 3 2
Dacca ,, ...	2	96	79	...	11,098	...	...	1,740	12,838	140 7 8	162 2 1
Chittagong ,, ...	1	57	33	...	5,646	...	21	3,365	9,032	171 1 5	273 11 2
Rajshahi ,, ...	2	194	194	...	12,957	...	3,974	4,681	21,612	66 12 7	111 6 2
Total ...	7	415	370	1,320	33,074	48	4,826	10,959	50,227	93 1 4	136 11 11
Total for 1915-16 ...	7	352	296	360	39,073	125	4,460	5,237	49,265	133 10 10	166 7 0
(c) *Aided.*											
Burdwan Division	5	111	96	1,690	...	...	620	3,052	5,362	17 9 8	55 13 8
Presidency ,, ...	6	243	229	3,720	...	...	110	34,620	38,450	16 3 10	167 14 5
Calcutta ,, ...	6	358	329	2,547	...	107	230	10,179	13,063	8 1 0	39 11 3
Dacca ,, ...	2	58	56	1,227	...	...	...	2,495	3,722	20 14 7	66 7 0
Rajshahi ,, ...	6	188	180	6,334	...	...	...	1,776	8,110	35 3 0	45 0 10
Total ...	25	958	890	15,518	...	107	960	52,122	68,707	17 8 10	77 3 0
—Total for 1915-16 ...	24	963	929	12,283	...	1,767	1,088	44,047	59,185	15 2 0	63 11 4
(d) *Unaided.*											
Burdwan Division	1	5	4	...	...	...	...	80	80	...	20 0 0
Calcutta ,, ...	2	161	172	...	...	...	...	946	946	...	5 8 0
Rajshahi ,, ...	7	100	74	...	...	...	...	513	513	...	6 14 9
Total ...	10	266	250	...	...	...	...	1,539	1,539	.	6 2 1
Total for 1915-16 ...	9	239	208	...	...	...	...	3,752	3,752	...	18 0 7
Grand Total of Industrial School for 1916-17.	52	2,002	1,890	69,547	36,604	155	7,092	75,056	1,88,454	...	...
Grand Total of Industrial Schools for 1915-16.	50	1,936	1,790	61,741	42,733	1,902	7,733	60,325	1,73,434	59 6 10	96 14 3
3. Commerce.											
Government.											
Calcutta	1	135	155	16,388	...	...	4,196	...	20,584	105 11 8	132 12 9
Unaided.											
Calcutta	4	304	263	...	...	...	9,110	...	9,110	...	34 10 2
Dacca	2	102	87	...	...	...	2,533	...	2,533	...	29 1 10
Chittagong	1	12	12	...	...	...	1,100	...	1,100	...	91 8 0
Grand Total of Commercial School for 1916-17.	8	553	517	16,388	...	...	16,939	...	33,327	31 11 2	64 7 4
Grand Total of Commercial School for 1915-16.	5	321	272	17,389	...	...	11,241	119	28,749	63 14 11	105 11 1

No. 16.

Statement showing the number of girls attending different classes of schools for Indian pupils for the last five years.

Class of Schools.	1912-13.			1913-14.			1914-15.			1915-16.			1916-17.		
	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
High English	1,263	43	842	1,284	52	720	1,298	47	769	1,290	37	671	1,326	36	572
Middle English	828	49	369	842	107	552	1,247	36	436	1,925	139	552	1,819	138	740
Do. Vernacular	2,697	114	367	3,168	116	441	1,989	131	459	1,910	123	566	2,322	67	616
Primary	122,594	76,084	4,897	123,736	80,885	5,062	126,007	93,112	5,799	134,610	119,627	5,038	140,117	129,341	5,317
Training	30	4	84	35	7	78	32	6	125	25	4	109	29	1	93
Other Special	471	11,605	278	383	12,744	377	530	15,045	327	464	1,038	399	519	1,795	375
Total ...	127,863	87,899	6,857	129,448	93,911	7,230	131,103	108,377	7,915	140,224	120,968	7,335	146,132	131,379	7,813
Private institutions	1,745	6,898	397	1,344	7,980	532	1,833	9,126	127	1,612	8,941	10,963	1,894	9,099	102
Grand total ...	129,610	94,797	7,254	130,792	101,891	7,762	132,936	117,503	8,042	141,836	129,909	18,298	148,026	140,478	7,915

No. 17.

Qualification statement of teachers in European Schools, Government, aided and unaided, during the year 1916-17.

No.

Qualification statement of teachers in European Schools,

A.—Boys'

Class of Schools.	Number of schools.	Number of teachers employed.	Teachers passing Examinations									
			M.A.	B.A.	M.Sc.	B.Sc.	L.Sc.	B.T.	L.T.	F.A. or I.A.	Entrance.	Matriculation.
1	2	3	4	5	6	7	8	9	10	11	12	13
Higher Secondary and Junior Secondary.												
High Schools—												
Government	1	10	1	1	..	...	...	...	...	2	...	...
Aided	6	80	5	6	...	3	...	...	1	4	1	1
Unaided	2	30	...	1	...	...	...	...	...	...	...	1
Total	9	120	6	8	...	3	...	...	1	6	1	2
Higher Elementary and Elementary.												
Middle Schools—												
Government	...	...	...	...	...	...	...	...	...	...	...	...
Aided	8	87	2	3	...	...	...	...	...	3	...	1
Unaided	...	...	...	...	...	..	...	...	...	...	...	...
Total	8	87	2	3	...	...	...	...	...	3	...	1
Incomplete Elementary.												
Upper Primary—												
Government	...	...	...	..	...	...	...	...	...	...	...	...
Aided	4	16	...	...	...	...	...	...	...	1	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total	4	16	...	...	...	...	...	...	...	1	...	...
Lower Primary—												
Government	...	...	...	...	...	...	...	...	...	...	...	...
Aided	3	8	...	...	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	8	...	...	...	...	...	...	...	...	...	...
Grand Total	24	231	8	11	...	3	...	...	1	10	1	3

B.—Girls

Higher Secondary and Junior Secondary.												
High Schools—												
Government	1	12	1	...	...	...	...	...	...	1	1	...
Aided	11	143	1	11	...	1	..	1	2	7	1	1
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total	12	155	2	11	..	1	...	1	2	8	2	1
Higher Elementary and Elementary.												
Middle Schools—												
Government	...	...	...	...	...	...	...	...	...	...	...	...
Aided	13	114	...	2	...	...	...	...	1	2	1	1
Unaided	1	6	...	...	...	...	...	...	...	...	...	...
Total	14	120	...	2	...	...	...	...	1	2	1	1
Incomplete Elementary.												
Upper Primary—												
Government	...	...	...	...	...	...	...	...	...	...	...	...
Aided	6	24	...	...	...	...	...	...	...	1	...	1
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total	6	24	...	...	...	...	...	...	...	1	...	1
Lower Primary—												
Government	...	...	...	...	...	...	...	...	...	...	...	...
Aided	3	16	...	1	...	...	...	...	...	...	...	1
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	16	..	1	...	...	...	...	...	...	...	1
Grand Total	35	315	2	14	...	1	...	1	3	11	3	4

17.

Government, aided and unaided, during the year 1916-17.

Schools.

OR BELONGING TO RELIGIOUS ORDERS.

High school.	Middle school.	Higher Local.	Senior Local.	Junior Local.	Other examinations.	No examinations.	Sanawar training class examinations.	Training examination of—							Member of Religious order	
								Dow Hill.	Simla.	Naluital.	Lucknow.	Madras.	Bombay.	Other places.	Roman Catholic.	Protestant.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
...	...	1	...	...	2	2	1	...	...	...	...	...	...	...	...	...
3	...	...	4	1	7	15	...	1	...	...	...	...	...	2	26	...
3	...	...	...	...	...	3	...	...	...	...	...	...	...	...	22	...
6	...	1	4	1	9	20	1	1	...	...	...	...	...	2	48	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	8	1	2	4	25	13	...	...	...	...	...	1	...	2	17	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	8	1	2	4	25	13	...	...	...	...	...	1	...	2	17	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	1	1	...	1	7	...	1	1	...	...	1	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	1	1	...	1	7	...	1	1	...	...	1	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	4	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	4	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...
13	12	3	7	5	35	43	1	2	1	...	...	2	...	4	66	...

Schools.

1	...	...	...	...	4	1	...	1	...	1	...	...	...	1	...	...
6	1	1	7	1	14	16	...	13	3	4	...	...	3	10	36	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	1	1	7	1	18	17	...	14	3	5	...	...	3	11	36	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	6	...	2	3	15	19	...	5	...	1	...	6	...	2	39	...
1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	4	...
10	6	...	2	3	15	20	...	5	...	1	...	6	...	2	43	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	4	...	1	...	4	7	...	...	...	...	...	...	...	1	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	4	...	1	...	4	7	...	...	...	...	...	...	...	1	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	1	...	1	...	2	8	...	...	...	...	...	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	1	...	1	...	2	8	...	...	...	...	...	1	...	...	...	...
22	12	1	11	4	39	52	...	19	3	6	...	7	3	14	80	3

No. 18

European Schools classified according to control.

Control.	31st March 1916.			31st March 1917.		
	Number of schools of all kinds.	Number of scholars	Percentage of the total number of scholars.	Number of schools of all kinds.	Number of scholars	Percentage of the total number of scholars.
1	2	3	4	5	6	7
Government ...	5	307	2·97	5(*a*)	302	3·13
Church of England ...	13	1,589	15·37	14(*b*)	1,645	17·07
Do. Scotland ...	2	481	4·65	2(*c*)	490	5·09
Do. Rome ...	37	5,294	51·21	38(*d*)	5,360	55·64
Non-conformist ...	4	569	5·50	4	581	6 03
Undenominational ...	16	1,952	18·88	15	1,125	11·68
Jewish	1	145	1·40	1	131	1·36
Total ...	78	10,337	99·98	79	9,634	100·00

(*a*) Includes the sub-overseer class of Victoria School and the Corkery class of Dow Hill School, Kurseong, which are not separate schools.
(*b*) Includes three supplementary classes in higher elementary schools, which are not separate schools.
(*c*) Includes 1 supplementary class.
(*d*) Includes 1 Sub-overseer class and 8 supplementary classes

No. 19A

	Cambridge University Senior Local Examination. 1915.										Cambridge University Senior Local Examination. 1916.									
	Number of competing schools.	Number of candidates.	Number of absentees.	Successful candidates. First class honours.	Second class honours.	Third class honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	Successful candidates. First class honours.	Second class honours.	Third class honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Candidates under 19 years of age. Boys ...	6	68	...	2	2	7	34	45	66·17	4	6	63	...	3	5	5	35	48	76·19	4
Candidates under 19 years of age. Girls ...	8	48	...	...	...	3	29	32	66·66	2	8	47	...	...	...	5	31	36	76·59	2
Total ...	14	116	...	2	2	10	63	77	66·37	6	14	110	...	3	5	10	66	84	76·36	6
Candidates over 19 years of age. Boys ...	3	8	...	...	...	...	3	3	37·50	...	5	8	...	...	...	...	4	4	50·00	...
Candidates over 19 years of age. Girls ...	...	...	...	...	...	...	...	...	...	...	3	6	...	...	...	...	4	4	66·86	...
Total ...	3	8	...	...	...	...	3	3	37·50	...	8	14	...	...	...	...	8	8	57·74	...
Both classes ...	17	124	...	2	2	10	66	80	64·51	6	22	124	...	3	5	10	74	92	74·19	6

No. 19B

	CAMBRIDGE UNIVERSITY JUNIOR SCHOOL LEAVING CERTIFICATE EXAMINATION										OAMBRIDGE UNIVERSITY SENIOR LOCAL EXAMINATION.									
	1915.										1916.									
	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES, First class honours.	Second class honours.	Third class honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES First class honours.	Second class honours.	Third class honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Candidates under 17 years of age. Boys	8	57	...	...	7	3	18	28	49·12	3	9	68	...	4	5	4	20	33	48·53	4
Candidates under 17 years of age. Girls	8	27	...	...	1	1	11	13	48·14	1	10	46	...	...	...	1	15	16	34·78	...
Total ...	16	84	...	...	8	4	29	41	48·80	4	19	114	...	4	5	5	35	49	42·98	4
Candidates over 17 years of age. Boys ...	9	54	...	...	...	...	11	11	20·37	...	8	36	...	...	...	...	14	14	38·88	...
Candidates over 17 years of age. Girls ...	9	36	...	...	...	...	10	10	27·77	...	5	9	...	...	...	...	...	...	...	...
Total ...	18	90	...	...	...	...	21	21	23·33	...	13	45	...	...	...	...	14	14	31·11	...
Both classes ...	34	174	...	...	8		450	62	35·63	4	32	159	...	4	5	5	49	63	39·62	4

No. 20.

	SUPPLEMENTARY CLASS EXAMINATION.																		
	1915.									1916.									
	Number of competing school.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Honours.	Second Honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES. First Honours.	Second Honours.	Satisfied the examiners.	Total.	Percentage of passes.	Number of scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 17 years of age. Boys	4	6	...	1	1	3	5	83·3	2	2	7	...	...	...	3	3	42·86	2
Candidates under 17 years of age. Girls	7	12	...	...	1	8	9	75·00	3	8	10	...	...	...	6	6	60·00	4
Total ...	11	18	...	1	2	11	14	77·77	5	10	17	...	...	...	9	9	52·94	6
Candidates over 17 years of age Boys	2	2	...	...	...	2	2	100·00	...	1	2	...	...	...	...	...	...	...
Candidates over 17 years of age Girls	5	11	3	...	...	3	3	27·27	...	5	11	...	...	...	5	5	45·45	...
Total ...	7	13	3	...	...	5	5	38·46	...	6	13	...	...	...	5	5	38·46	...
Both Classes ...	18	31	3	1	2	16	19	61·29	5	16	30	...	...	...	14	14	46·66	6

No. 21.

	ELEMENTARY SCHOOL CERTIFICATE EXAMINATION.																	
	1915.									1916.								
	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES.				Percentage of passes.	Number of scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	SUCCESSFUL CANDIDATES.				Percentage of passes.	Number of scholarships awarded.
				First class Honours.	Second class Honours.	Satisfied the examiners.	Total.						Class Honours.	Class Honours.	Satisfied the examiners.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 15 years of age. Boys	5	14	1	...	...	4	4	28·57	2	6	25	...	...	1	11	12	48·00	6
Candidates under 15 years of age. Girls	9	27	1	...	1	13	14	51·85	10	12	28	3	...	1	18	19	67·85	6
Total ...	14	41	2	...	1	17	18	43·90	12	18	53	3	...	2	29	31	58·49	12
Candidates over 15 years of age. Boys	7	45	5	...	2	18	20	44·4	...	7	62	5	...	1	30	31	50·00	...
Candidates over 15 years of age. Girls	11	55	4	...	...	33	33	60·00	...	12	70	3	...	...	25	25	35·71	...
Total ...	18	100	9	...	2	51	53	53·00	...	19	132	8	...	1	55	36	42·42	...
Both Classes ...	32	141	11	...	3	68	71	50·35	12	37	185	11	...	3	84	87	47·02	12

No. 22.

Statement showing progress of the several schemes for Zenana education for 1916-17.

DIVISIONS.	ZENANA EDUCATION BY CENTRAL GATHERINGS.								HOUSE TO HOUSE VISITATIONS.							
	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.				PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			
			Expenditure.				Expenditure.				Expenditure.				Expenditure.	
	Teachers.	Pupils.	Public funds.	Private funds.	Teachers.	Pupils.	Public funds.	Private funds.	Teachers.	Pupils.	Public funds.	Private funds.	Teachers.	Pupils.	Public funds.	Private funds.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1916-17.																
Burdwan Division	...	...	...	...	2	76	738	...	...	...	...	...	8	141	2,564	...
Presidency ,, ...	...	...	...	...	6	134	1,800	362	12	262	4,025	...	...	...	...	...
Calcutta ,, ...	1	36	378	...	...	...	...	...	6	86	1,998	...	...	...	...	...
Dacca ,, ...	...	...	...	...	8	298	7,800	63	...	...	...	...	6	131	1,469	24
Chittagong ,, ...	...	...	...	...	3	106	2,490	...	...	...	...	...	...	...	...	...
Rajshahi ,, ...	...	...	...	...	4	184	3,407	...	...	...	...	...	...	...	...	...
Total for 1916-17 ...	1	36	378	...	23	798	16,235	425	18	348	6,023	...	14	272	4,033	24
1915-16.																
Burdwan Division	...	...	...	...	1	48	350	...	7	149	2,478	...	3	31	840	400
Presidency ,, ...	2	71	720	...	3	61	720	...	14	324	4,788	...	...	...	...	...
Calcutta ,, ...	1	34	360	...	...	...	...	...	6	97	1,972	...	...	...	...	...
Dacca ,, ...	7	299	7,127	...	23	315	4,024	8,582	...	...	...	...	...	...	...	...
Chittagong ,, ...	3	122	2,900	...	...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ,, ...	4	186	3,154	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for 1915-16 ...	17	712	14,261	...	27	424	5,094	8,582	27	570	9,238	...	3	31	840	400

STATEMENT No. 23.

No.

Progress of Muhammadans as

Class of Institutions.	Number of institutions for Indians.		Number of pupils on the rolls on the 31st March.		Number of Hindu the rolls 31st March 1912.	
	1911-12.	1916-17.	1912.	1917.	Boys.	Girls.
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.						
Colleges—General.						
Art colleges	33	33	16,980	18,478	9,971	38
Colleges—Professional.						
Law	9	9	1,157	2,912	1,088	...
Medicine	1	2	680	964	533	2
Engineering	1	1	319	284	283	..
Teaching	3	5	70	104	60	...
Veterinary	...	1	...	148	...	...
Total for Professional Colleges ...	14	18	2,226	4,412	1,964	2
Total for Colleges ...	47	51	13,206	22,890	11,935	40
SCHOOL EDUCATION—GENERAL.						
Secondary Schools.						
High Schools for males	497	698	142,003	218,070	113,934	26
Middle English ,, ,, ...	1,213	1,602	125,440	160,359	80,881	180
,, Vernacular ,, ,, ...	514	349	32,876	21,253	21,614	115
Total ...	2,224	2,649	300,319	399,682	216,429	321
High Schools for females	13	14	1,824	2,059	78	1,009
Middle English ,, ,, ...	10	20	1,104	2,585	43	596
,, Vernacular ,, ,, ...	24	30	2,766	2,923	57	2,256
Total ...	47	64	5,694	7,567	178	3,861
Total Secondary Schools ...	2,271	2,713	306,013	407,249	216,607	4,182
Primary Schools for boys—						
Upper	3,526	3,165	190,173	159,747	550,682	36,798
Lower	25,076	29,423	883,676	1,000,039		
Total ...	28,602	32,588	1,073,849	1,159,786	550,682	36,798
Primary Schools for girls—						
Upper	231	228	13,564	13,652	1,259	88,179
Lower	6,341	9,134	139,128	200,427		
Total ...	6,572	9,362	152,692	214,079	1,259	88,179
Total Primary Schools ...	35,174	41,950	1,226,541	1,373,865	551,941	124,977
SCHOOL EDUCATION—SPECIAL.						
Training schools—						
For masters	130	124	2,383	2,444	1,261	...
,, mistresses	7	9	111	123	...	32
Total Training Schools ...	137	133	2,494	2,567	1,261	32
Schools of art	4	5	606	667	582	...
Medical schools	10	9	2,238	1,119	1,919	3
Engineering and Surveying schools	1	3	287	177	273	...
Techenical and Industrial schools	45	52	1,724	2,002	633	124
Commercial schools	13	8	595	553	526	...
Agricultural schools	...	...	...	...	...	...
Madrasahs	2,790	1,101	80,700	34,789	13,369	297
Miscellaneous schools						
Total for Special Schools ...	3,000	1,311	88,644	41,874	18,563	456
Total of Colleges and Schools for Public Instruction ...	40,492	46,025	1,634,404	1,845,878	799,046	129,655
Private Institutions ...	2,380	2,269	54,827	62,920	9,558	1,853
Grand Total ...	42,872	48,294	1,689,231	1,908,798	808,604	131,508
					940,112	

23.

compared with Hindus.

PUPILS ON 31st March 1917.		NUMBER OF MUHAMMADAN PUPILS ON THE ROLLS ON—				Percentage of Hindus to total pupils on 31st March.		Percentage of Muhammadans to total pupils on 31st March.	
		31st March 1917.		31st March 1917.					
Boys.	Girls.	Boys.	Girls.	Boys.	Girls	1912.	1917.	1912.	1917.
8	9	10	11	12	13	14	15	16	17
16,167	83	809	1	1,637	2	91·1	87·9	7·4	8·8
2,291	...	63	...	207	...	93·9	93·4	5·8	7·1
865	1	13	...	33	...	78·7	89·7	1·8	3·4
250	...	5	...	14	...	88·7	80·9	1·6	4·9
68	3	10	...	17	...	85·7	65·2	14·3	16·3
101	...	...	...	32	...	66·3	68·3	21·6	21·6
3,855	4	91	...	303	...	87·4	87·4	4·2	6·8
20,122	92	903	1	1,940	2	90·8	88·3	6·8	8·5
171,194	1	27,583	...	45,141	...	80·3	78·4	18·3	20·7
104,411	157	43,186	42	53,899	20	64·6	65·2	31·8	33·6
12,543	84	10,563	9	8,189	9	66·2	58·4	32·2	38·5
287,878	242	80,332	51	107,229	29	72·1	72·0	26·7	26·8
100	1,325	...	46	2	36	59·6	69·2	2·5	1·8
41	1,662	...	10	2	118	57·9	66·0	1·0	4·6
24	2,238	...	26	2	58	83·9	77·4	1·0	2·0
170	5,225	...	81	6	212	70·8	71·0	1·5	2·8
288,048	5,467	80,332	133	107,235	241	71·9	72·0	26·1	26·3
109,387	3,934	443,275	17,771	52,840	711	...	...	...	...
423,349	33,820			496,165	24,691	...	...	...	...
526,716	37,783	443,275	17,771	549,005	25,402	54·7	48·8	43·4	49·2
360	11,423	1,352	58,582	63	883	...	86·4	49·6	6·9
1,188	90,928			1,864	103,056	...	45·9	...	52·3
1,548	102,354	1,352	58,582	1,927	103,939	58·5	48·5	39·2	49·4
528,264	140,137	444,627	76,353	550,932	129,341	55·2	48·7	42·9	49·5
1,253	...	1,027	...	1,072	...	52·9	51·2	43·1	43·8
...	29	...	11	...	1	28·8	23·5	26·1	0·8
1,253	29	1,027	11	1,072	1	51·8	50·0	41·9	41·8
600	39	13	...	21	...	96·0	95·8	2·1	3·1
984	2	253	2	115	...	85·9	88·1	11·4	10·3
153	...	13	...	20	...	95·1	85·5	4·5	11·3
744	168	448	39	437	42	43·9	45·5	29·1	23·9
462	...	38	...	57	...	88·4	87·1	6·4	10·3
...	...	...	...	...	...	...	...	...	...
8,677	310	56,928	9,937	23,803	1,753	16·9	25·9	82·3	73·5
12,873	548	58,720	9,989	25,525	1,796	21·8	32·0	77·5	67·5
849,307	146,224	589,582	86,476	685,632	131,380	56·8	53·9	41·3	44·2
12,337	1,894	33,815	7,316	38,084	9,099	20·8	22·6	75·0	74·9
861,644	148,118	623,397	93,792	723,716	140,479	55·7	52·9	42·4	45·2
1,009,776		717,189		864,195					

No. 24.

Statement showing the progress of Muhammadan pupils (as compared with Hindus and others) in the different stages of instruction in the Secondary and Primary schools for Indians at the end of official year 1916-17.

Class of School.	High Stage.				Middle Stage.			
	Hindus.	Muhammadans.	Others.	Total.	Hindus.	Muhammadans.	Others.	Total.
1	2	3	4	5	6	7	8	9
College Stage.								
Secondary schools for boys	78,649	19,916	744	99,309	74,308	24,857	823	99,988
Ditto for girls	283	6	202	491	406	15	307	723
Total Secondary schools for boys and girls.	78,932	19,922	946	99,800	74,714	24,872	1,130	100,711
Primary schools for boys	...	...	...	...	...	...	...	...
Ditto for girls	...	...	...	...	43	15	3	61
Total Primary schools for boys and girls.	...	...	...	...	43	15	3	61
Grand total for Secondary and Primary schools for boys and girls.	78,932	19,922	946	99,800	74,757	24,887	1,133	100,772

Class of School.	Primary Stage.				Grand total of pupils.	Percentage of Hindu pupils to the total pupils in the high stage.	Percentage of Muhammadan pupils to the total pupils in the high stage.	Percentage of Hindu pupils to the total pupils in the middle stage.	Percentage of Muhammadan pupils to the total pupils in the middle stage.	Percentage of Hindu pupils to the total pupils in the primary stage.	Percentage of Muhammadan pupils to the total pupils in the primary stage.
	Hindus.	Muhammadans.	Others.	Total.							
1	10	11	12	13	14	15	16	17	18	19	20
College Stage.											
Secondary schools for boys	131,759	65,903	2,723	200,385	399,682	79·2	20·5	74·3	24·8	65·7	32·8
Ditto for girls	4,800	297	1,256	6,353	7,567	57·7	1·2	56·1	2·0	75·5	4·6
Total Secondary schools for boys and girls.	136,559	66,200	3,979	206,738	407,249	79·1	19·9	74·2	24·7	66·0	32·0
Primary schools for boys	564,479	574,407	20,900	1,159,786	1,159,786	...	...	...	...	48·6	49·5
Ditto for girls	103,849	105,851	4,318	214,018	214,079	...	...	70·4	24·5	48·6	49·4
Total Primary schools for boys and girls.	668,328	680,258	25,218	1,373,804	1,373,865	...	...	70·4	24·5	48·6	49·4
Grand total for Secondary and Primary schools for boys and girls.	804,887	746,458	29,197	1,580,542	1,781,114	79·1	19·9	74·2	24·7	50·9	47·2

No. 25.

Statement showing the success attained by Muhammadan candidates (as compared with Hindus) at the different University and Departmental Examinations in 1915-16 and 1916-17.

Examinations.	Total number of examinees.		Number of passes.						Percentage of Hindus and Muhammadan passes to the total number of passed candidates.			
			Total.		Hindus.		Muhammadans.		Hindus.		Muhammadans.	
	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.
1	2	3	4	5	6	7	8	9	10	11	12	13
M. A.	590	652	251	307	241	285	9	14	93·1	92·8	3·5	4·56
M. Sc.	127	185	57	88	55	88	1	...	96·5	100	1·7	...
B. L.	642	819	365	486	344	458	18	23	94·2	94·2	4·9	4·7
B. A.	2,817	3,171	1,458	1,577	1,352	1,425	90	103	92·7	90·3	6·1	6·5
B. Sc.	486	426	334	261	320	251	11	3	95·8	96·2	3·2	1·1
B. T.	57	62	50	50	37	34	7	2	74	68·0	14	4
B. E.	26	11	22	6	21	5	...	...	95·5	83·3	...	...
I. E.	41	37	15	13	15	11	..	1	100	84·6	...	7·7
I. A.	4,799	5,214	2,267	2,414	2,009	2,134	209	196	88·6	88·4	9·4	8·1
I. Sc.	1,095	1,269	564	665	543	631	13	24	96·2	94·9	2·3	3·6
L. T.	43	48	29	40	22	24	6	10	75·8	60	20·7	25
First M. B.	303	269	134	154	122	141	3	4	91·03	91·5	2·2	2·6
Second M. B.	176	203	99	123	95	120	...	...	94·9	97·5	...	....
Honours in Medicine	...	17	...	17	...	15	...	...	...	88·2	...	...
Doctors in Medicine	2	4	2	2	2	2	...	..	100	100	...	...
Matriculation ... Boys ...	9,968	11,421	5,946	8,349	5,160	7,104	735	1,151	86·7	85·1	12·3	13 8
Matriculation ... Girls ...	78	94	60	65	34	11	...	...	56·6	16·9	...	...
Middle School ... Boys ...	33,809	35,273	25,403	26,934	19,053	20,414	6 048	6,101	75·01	76·2	23·8	22·6
Middle School ... Girls ...	216	278	190	226	122	118	6	11	64·2	52·2	3·1	4 9
Upper primary ... Boys ...	53,816	56,419	42,688	44,920	30,301	31,879	12,024	12,589	70·9	70·9	28·1	23·02
Upper primary ... Girls ...	654	796	529	620	350	406	24	26	66·1	65·5	4·5	4·2
Lower ,, ... Boys ...	103,029	105,686	77,170	80,406	49,956	50,238	26,381	29,470	64·7	62·5	34·2	36·6
Lower ,, ... Girls ...	4,718	4,719	3,623	3 685	2,455	2,376	832	995	67 7	64·5	22·9	27·00
"B" class	38	46	17	25	16	24	1	1	94·1	96	5·9	4
Overseer	81	50	53	30	51	29	1	...	96·2	96·6	1·9	...
Sub-Overseer	106	91	59	56	53	53	3	1	89·8	94·6	5·08	1 8
Medical School	144	...	87	...	83	...	2	...	95·4	...	2·3	...
Veterina y	...	35	...	25	...	18	...	4	...	72	...	16
Teachers' examination for those who are not students of a training school.	...	99	...	50	...	42	...	8	...	84	...	16
School of Art	...	31	...	28	...	25	...	1	...	89·3	...	3·6
Examinations in surveying ...	...	82	...	51	...	46	...	4	...	90·2	...	7·8
Industrial School	...	50	...	36	...	26	...	9	...	72·2	...	25

No. 26.

Statement showing the progress of Maktab education.

PARTICULARS.	RECOGNIZED.						UNRECOGNIZED.		
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8	9	10
BOYS' MAKTABS.									
1915-16.									
Institutions	10	1	...	4,015	634	4,660	24	743	767
Pupils ... Boys ...	398	68	...	1,28,274	16,432	1,45,172	688	12,830	13,468
Pupils ... Girls ...	9	...	...	8,699	1,742	10,550	105	1,780	1,885
Provincial revenues ...	5,576	...	...	21,615	...	27,191	170	...	170
District funds	...	122	..	31,444	...	31,566	...	...	...
Municipal funds ...	...	...	...	14,069	...	14,069	397	...	397
Fees	185	72	...	1,83,751	21,838	2,06,844	278	...	278
Other sources ...	...	8	...	47,163	9,457	56,628	43	..	43
Total expenditure ...	5,761	202	...	3,11,042	30,395	3,47,900	803	...	803
1916-17.									
Institutions	12	1	...	4,556	731	5,300	1,245	...	1,245
Pupils ... Boys ...	435	67	...	1,42,511	19,515	1,62,526	...	25,264	25,264
Pupils ... Girls ...	8	...	...	11,606	1,949	13,563	...	5,147	5,147
Provincial revenues ...	5,940	...	...	18,023	...	23,963	...	...	...
District funds	44	121	...	1,67,081	...	1,67,246	...	...	...
Municipal funds ...	4	...	...	19,658	...	19,662	...	...	...
Fees	279	72	...	2,05,944	21,891	2,27,645	...	5,452	5,452
Other sources	60	...	...	52,795	7,480	60,335	...	9,158	9,158
Total expenditure ...	6,323	193	...	4,63,481	26,871	4,98,898	...	14,610	14,610
GIRLS' MAKTABS.									
1915-16.									
Institutions	...	...	...	1,070	209	1,279	2	190	192
Pupils ... Boys ...	...	...	...	874	80	943	...	175	175
Pupils ... Girls ...	...	...	...	23,092	3,818	26,910	48	2,242	2,290
Provincial revenues ...	...	...	...	9,568	...	9,568	...	...	...
District funds	...	...	...	26,004	...	26,004	83	...	83
Municipal funds ...	...	...	...	4,762	...	4,762	...	...	...
Fees	...	...	...	4,241	1,093	5,334	56	...	56
Other sources	...	...	...	7,333	590	7,923	36	48	84
Total expenditure ...	...	...	...	51,908	1,683	53,591	175	48	223
1916-17.									
Institutions	...	...	...	1,198	218	1,416	...	219	219
Pupils ... Boys ...	...	...	...	757	78	845	...	194	194
Pupils ... Girls ...	..	...	...	26,507	4,059	30,566	...	2,246	2,246
Provincial revenues ...	...	...	...	12,898	...	12,898	...	...	...
District funds ...	...	...	...	32,978	...	32,978	...	...	...
Municipal funds ...	...	...	...	5,893	...	5,893	...	...	...
Fees	...	...	...	5,607	1,261	6,868	...	...	...
Other sources	...	...	...	8,866	1,424	10,298	...	...	...
Total ..	...	...	...	66,242	2,685	68,927	...	...	...

No. 27.

Statement showing the statistics of Madrasahs for 1916-17.

	Government.	Aided.	Unaided.	Total.
1	2	3	4	5
Number of Institutions ...	5	182	94	281
Pupils	1,313	13,822	5,300	20,455
Expenditure from Provincial Revenues ... Rs.	82,160	77,483	...	159,643
Expenditure from District Funds ,,	...	12,823	...	12,823
Expenditure from Municipal Funds ... ,,	...	1,052	...	1,052
Fees ,,	8,916	71,749	17,778	98,453
Endowment ,,	3,420	7,614	7,360	18,394
Subscriptions and other sources ,,	...	57,515	25,045	82,558
Total expenditure ,,	94,506	228,234	50,183	372,923

Education—Summary of the Divisional Subsidiary Tables VIII.

Class of schools for both boys and girls and other heads of charges.	Number of schools for boys and girls on the last March 1917.	Number of pupils on the last March 1917.		Expenditure from—						Cost per head of pupils.	Number of Muhammadan pupils in each class of schools.		Items.
		Boys.	Girls.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.		Male.	Female.	
1	2	3a	3b	4	5	6	7	8	9	10	11a	11b	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High—													
Government	49	13,686	813	3,18,616	...	9,613	3,91,718	2,517	7,20,464	47·3	4,473	32	
Aided	208	77,222	1,043	3,36,084	4,741	8,24	14,43,449	1,73,260	19,63,338	26·7	16,236	4	
Unaided	396	124,287	48	715	300	2,760	22,85,993	3,42,548	25,10,759	22·4	21,004	...	
Total ...	753	218,115	1,931	6,54,815	5,041	14,121	41,01,160	5,18,325	52,97,571	25·3	42,113	36	
Middle English—													
Government	51	5,130	333	22,250	17,729	1,735	42,434	3,019	87,178	18·3	1,726	11	
Aided	905	150,611	2,814	1,49,007	1,57,944	11,330	7,89,207	2,47,166	13,55,762	17·1	2,15,155	117	
Unaided	666	64,506	99	...	...	52	4,51,155	1,92,960	6,44,363	10·8	22,749	1	
Total ...	1,622	160,247	2,647	1,71,256	1,75,673	13,117	92,74,276	4,43,135	20,77,523	13·5	5,39,01	3	
Middle Vernacular—													
Government	43	3,012	254	6,230	2,427	1,053	72,208	7,154	41,132	13·3	1,678	11	
Aided	311	16,436	2,003	53,678	20,697	2,787	71,716	60,266	2,09,144	12·5	5,916	56	
Unaided	30	1,653	143	...	...	...	7,431	9,132	16,563	9·1	597	...	
Total ...	384	21,171	3,005	59,908	41,124	3,840	91,355	76,552	2,66,839	12·6	8,191	67	
Upper Primary—													
Government	290	12,333	1,700	74,970	30,989	840	19,140	1,506	1,29,445	9·5	3,336	115	
Aided	3,011	139,143	16,012	70,572	2,63,840	25,175	3,20,166	1,16,210	7,93,963	5·5	47,903	1,451	
Unaided	83	4,052	329	...	...	...	8,666	6,467	15,303	3·8	1,563	26	
Total ...	3,384	155,528	17,871	1,51,544	2,96,832	26,015	3,47,972	1,18,183	9,41,714	5·6	52,802	1,594	
Lower Primary—													
Government	2,728	116,952	6,518	20,580	3,09,214	1,127	1,85,219	12,968	5,29,108	4·5	78,587	3,416	
Aided	30,464	727,214	219,952	1,74,981	9,71,723	92,601	1,22,318	2,54,822	21,22,745	3·0	364,701	103,535	
Unaided	5,365	104,106	36,434	...	...	...	1,44,514	45,367	1,90,075	1·4	44,731	20,796	
Total ...	38,557	948,582	256,904	1,95,561	12,86,942	93,728	15,52,338	3,13,155	31 41 824	3·0	493,029	127,747	
Special—													
Training	133	2,444	123	3,33,262	...	320	12,773	23,651	3,70,006	148·1	1,072	1	
Industrial	52	1,437	51	39,547	37,604	65	7,093	76,053	1,53,154	35·7	437	42	
Others	1,126	35,131	2,174	4,4,76	34,720	13,752	1,80,132	2,35,810	8 80,007	24·9	24,016	1,753	
Total ...	1,311	39,062	2,348	8,77,578	71,324	14,137	2,00,000	3,35,522	14,03,161	36·2	25,525	1,796	
Total for Public Institutions.	45,974	1,537,705	285,223	21,50,552	18,76,936	1,65,057	75,72,785	17,98,842	1,34,63,312	7·7	683,692	1,31,378	
Private Institutions ...	2,269	51,825	11,995	...	...	...	...	...	...	...	38,084	9 099	
Inspections	...	...	...	8,43,198	49,318	1,011	...	567	8,94,404	...	...	...	
Miscellaneous charges (including cost of buildings, scholarships, etc.)	...	...	...	4 01,580	2,81,310	20,943	1,18,575	7,78,413	15,39,951	...	...	...	
Grand Total for 1916-17.	48,243	1,589,519	296,318	32,95,327	22,13,324	1,87,151	76,91,110	25,77,222	1,58,98,287	8·9	721,776	140,477	
Grand Total for 1915-16.	48,641	1,532,579	279,483	30,52,560	22,76,563	1,53,225	75,16,054	25,28,695	1,58,32,887	9·4	692,582	12,,995	

Education—Subsidiary Table VIII—*continued.*

BURDWAN DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1916-17.

Male population 4,261,928
Female ,, ... 4,205,389
Total ... 8,467,317

Number of boys of school-going age (at 15 per cent. of the male population under the Census of 1911, is 639,289).

Class of schools for both boys and girls and other heads of charge.	Number of schools for boys and girls on the 31st March 1917.	Number of pupils on the rolls on the 31st March 1917.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.		Remarks
		Boys.	Girls.	Provincial revenues.	District Boards' funds.	Municipal funds.	Fees.	Other sources.	Total.		Boys.	Girls.	
1	2	3	3a	4	5	6	7	8	9	10	11	11a	12
High—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
Government	8	2,992	...	34,943	...	2,603	68,680	930	1,07,126	37·4	322	...	
Aided	78	13,753	...	79,745	1,816	4,070	3,15,571	34,514	4,35,716	24·9	867	...	
Unaided	55	15,565	...	...	...	...	2,24,074	72,577	2,96,651	20·4	879	...	
Total ..	141	37,310	...	1,14,688	1,816	6,673	6,08,325	1,07,991	8,39,493	24·0	2,068	...	
Middle English—													
Government	25	2,406	65	1,643	10,182	1,625	15,937	943	30,330	13·2	174	...	
Aided	239	20,002	167	22,695	42,907	2,573	1,46,864	53,596	2,68,635	13·8	1,540	...	
Unaided	61	5,009	15	...	...	...	28,821	28,505	57,326	11·9	448	...	
Total ...	325	27,417	247	24,338	53,089	4,198	1,91,672	83,044	3,56,341	13·4	2,212	...	
Middle Vernacular—													
Government	6	303	...	...	2,158	...	1,085	..	3,243	11·2	33	...	
Aided	67	3,634	341	7,963	7,119	312	16,284	24,820	56,498	14·7	207	...	
Unaided	12	629	4	...	...	...	2,977	3,075	6,052	8·7	29	...	
Total ...	85	4,536	345	7,963	9,277	312	20,346	27,895	65,793	13·6	269	...	
Upper Primary—													
Government	127	5,242	598	21,385	17,794	780	8,857	987	49,803	8·5	430	7	
Aided	1,010	44,602	5,315	11,157	83,697	7,847	97,853	24,589	2,31,143	4·7	3,642	127	
Unaided	21	915	121	...	...	...	1,902	2,763	4,665	5·0	67	...	
Total ...	1,158	50,759	6,034	32,542	1,01,491	8,627	1,08,612	28,339	2,85,611	5·1	4,139	134	
Lower Primary—													
Government	62	2,101	355	4,281	6,403	...	3,291	258	14,233	5·7	340	18	
Aided	7,233	1,76,629	34,559	38,243	2,14,850	19,050	3,26,817	80,772	6,79,512	3·3	29,172	5,531	
Unaided	1,395	28,688	6,062	...	...	...	49,516	14,919	64,435	2·0	4,411	1,610	
Total ...	8,690	207,418	40,976	42,524	2,21,283	19,050	3,79,424	95,899	7,58 180	3·1	33,923	7,151	
Special—													
Training	35	600	4	72,201	...	...	2,080	2,185	76,466	129·1	99	...	
Industrial	8	153	8	4,002	1,734	...	1,451	3,468	10,655	7·2	7	...	
Other	228	3,465	11	24,692	1,423	2,163	5,860	42,521	76,659	23·1	1,129	9	
Total ...	271	4,218	23	1,00,995	3,157	2,163	9,391	48,174	1,63,780	40·4	1,235	9	
Total for Public Institutions.	10,670	331,638	47,625	322,950	396,113	41,023	13,17,770	3,91,342	24,69,198	6·7	43,846	7,302	
Private Institutions ...	180	4,278	142	...	...	...	...	...	...	...	355	6	
Inspections	...	...	...	2,03,303	14,156	580	...	2	2,17,046	...	...	...	
Miscellaneous charges (including cost of buildings, scholarships, etc.).	...	...	...	42,969	32,780	3,221	577	61,178	1,40,725	...	...	...	
Grand Total for 1916-17.	10,850	335,966	47,767	5,68,227	4,43,049	44,827	13,18,347	4,52,522	28,26,969	7·6	44,201	7,309	52·5
Grand Total for 1915-16.	10,679	325,475	44,218	5,70,397	4,57,238	35,488	14,35,350	5,27,842	30,16,365	8·1	42,667	6,226	50·9

Education—Subsidiary Table VIII—*continued.*

PRESIDENCY DIVISION.

Statement showing the State of Education and the Expenditure incurred on it during the year 1916-17.

Male population 4,407,243
Female ditto 4,142,011

Total ... 8,549,254

Number of boys of School-going age (at 15 per cent. of the male population under the Census of 1911,) is 661,086 boys and 621,301 girls.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1917.	Number of pupils on the rolls on the 31st March 1917.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.		REMARKS.
		Boys.	Girls.	Provincial revenues.	District Board's funds.	Municipal funds.	Fees.	Other sources.	Total.		Boys.	Girls.	
1	2	3a	3b	4	5	6	7	8	9	10	11a	11b	12
High—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
Government	8	2,410	...	51,419	...	...	38,036	839	90,344	39·6	619	...	...
Aided	83	20,811	65	72,234	367	2,403	3,53,093	38,910	4,67,000	23·9	3,620	...	...
Unaided	66	15,896	1	115	300	2,740	2,39,014	51,284	2,93,413	12·9	2,165	...	...
Total ...	157	39,117	66	1,23,768	667	5,106	6,30,133	91,083	8,50,757	23·2	6,404	...	...
Middle English—													
Government	1	814	...	...	574	...	797	...	1,171	13·8	...	...	...
Aided	200	18,343	425	24,024	34,834	1,597	1,26,031	61,743	2,48,229	14·9	4,165	1	...
Unaided	88	7,967	45	...	...	52	37,969	33,808	71,849	9·8	2,492	...	...
Total ...	289	26,324	170	24,024	35,208	1,649	1,64,817	95,551	3,21,249	2·9	6,657	1	...
Middle Vernacular—													
Government	4	213	11	...	1,849	...	576	...	2,425	12·6	102	...	...
Aided	73	4,238	516	8,506	6,424	516	15,459	20,396	51,301	11·3	1,047	24	...
Unaided	5	299	...	...	...	...	973	696	1,669	5·3	42	...	...
Total ...	82	4,750	527	8,506	8,273	516	17,008	21,092	55,395	10·9	1,191	24	...
Upper Primary—													
Government	93	3,849	404	24,222	10,347	60	5,883	360	40,872	9·6	1,408	13	...
Aided	633	29,282	3,256	11,204	47,404	7,267	62,756	25,186	1,53,817	4·5	10,844	209	...
Unaided	27	1,414	37	...	...	...	3,000	2,116	5,116	3·8	596	2	...
Total ...	753	34,545	3,697	35,426	57,751	7,327	71,639	27,662	199,805	5·1	12,848	224	...
Lower Primary—													
Government	94	3,021	865	8,317	7,589	79	4,585	601	21,171	5·6	1 323	462	...
Aided	5,391	148,349	36,834	31,323	177,796	29,666	2:7,510	56,904	513,199	2 8	68,108	12,445	...
Unaided	945	21,241	5,929	...	...	...	30 307	8,733	39,040	1 7	12.214	2,617	...
Total	6,430	172,611	43,628	39,640	185,385	29,745	252,402	66,238	5 73,410	2·7	81,645	15,524	...
Special—													
Training	44	645	21	72,943	...	...	3,048	6,352	82,343	126·4	317	...	...
Industrial	7	126	154	4,080	1,831	48	1 0	35,457	41,576	157·1	8	18	...
Other	214	5,047	92	25,660	3,921	1,755	8,532	29,355	69,223	14·4	2,813	...	...
Total ...	265	5,818	267	102,683	5,802	1,803	11,580	71,164	193,142	33·8	3,138	18	...
Total for Public Institutions.	7,976	2,83,235	48,555	334,047	293,086	46,146	11,47,689	3,72,790	21,93,758	6·9	1,11,883	15,791	...
Private Institutions ...	18	941	18	...	...	...	...	...	..	...	216	...	...
Inspections	...	...	...	1,43,044	12,153	...	...	6	155,243	...	...	...	...
Miscellaneous charges (including cost of buildings scholarships, etc.).	...	...	...	53,891	23,846	2,141	538	61,542	1,41,958	...	...	...	...
GRAND TOTAL FOR 1916-1917.	7,994	284,176	48,573	5,30,982	3,29,125	48,285	11.48 227	4,34,338	24,90,959	...	112,099	15,791	43·0
GRAND TOTAL FOR 1915-1912.	7,550	278,569	38,051	4,46,245	2,01,405	31,323	905,266	449,409	20,36,648	...	111,660	10,348	42·1

Education—Subsidiary Table VIII—*continued.*

CALCUTTA.

Statement showing the state of Education and the Expenditure incurred on it during the year 1916-17.

Male population ... 607,674
Female ,, ... 288,393

Total ,, ... 896,067

Number of boys of School-going age (at 15 per cent. of the male population under the Census of 1911 is 91,151.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1917.	Number of pupils on the rolls on the 31st March 1917.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.		REMARKS.
		Boys.	Girls.	Provincial revenues.	District Boards' funds.	Municipal fund.	Fees.	Other sources.	Total.		Boys.	Girls.	
1	2	2a	3b	4	5	6	7	8	9	10	11		12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
High—													
Government	6	2,019	150	54,842	...	...	86,952	...	1,41,794	71·9	761	...	
Aided	14	2,669	971	45,339	...	1,565	97,227	53,602	1,98,033	53·1	290	4	
Unaided	45	21,576	47	...	...	...	5,75,024	76,986	6,62,010	61·3	1,170	...	
Total ...	65	26,564	1,168	1,00,481	...	1,565	7,59,203	1,30,588	9,91,837	37·4	2,131	4	
Middle English—													
Government	3	438	...	10,486	...	...	2,810	...	13,296	29·4	392	...	
Aided	22	2,311	1,230	28,341	...	3,823	33,681	15,978	81,923	24·3	157	153	
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	28	2,801	1,658	46,631	...	3,923	40,242	18,668	1,09,464	24·3	549	153	
Middle Vernacular—													
Government	...	...	...	...	...	...	...	...	...	...	...	...	
Aided	10	32	1,224	7,230	...	1,246	5,065	6,327	19,868	13	2	...	
Unaided	2	61	139	...	...	...	122	702	824	9·5	...	...	
Total ...	12	93	1,363	7,230	...	1,246	5,187	7,029	20,692	12·8	2	...	
Upper Primary—													
Government	1	24	57	1,120	...	...	...	...	1,120	17·5	...	...	
Aided	56	2,346	3,266	22,316	...	4,375	21,810	18,529	67,030	11·3	169	116	
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	57	2,370	3,323	23,436	...	4,375	21,810	18,529	68,150	11·4	169	116	
Lower Primary—													
Government	1	41	...	408	...	...	36	...	444	11·7	41	...	
Aided	370	13,767	3,672	18,284	...	18,640	45,126	7,770	89,820	4·5	6,596	1,965	
Unaided	32	681	313	...	...	...	1,548	2,524	4,072	4·7	403	159	
Total ...	403	14,489	3,985	18,692	...	18,640	46,710	10,294	94,336	4·5	7,040	2,124	
Special—													
Government	7	104	65	30,469	...	320	3,653	5,457	48,899	289·3	15	...	
Aided	8	407	112	2,547	...	187	230	11,125	14,009	27·9	195	22	
Unaided	67	3,455	297	67,831	...	6,711	34,787	52,626	1,61,955	45·3	1,030	...	
Total ...	82	3,966	474	1,00,847	...	7,133	38,670	69,208	2,24,863	53	1,240	22	
Total Public Institutions	644	50,281	11,543	2,98,613	...	36,787	9,08,071	2,51,626	14,95,097	24·2	11,131	2,319	
Private Institutions ...	53	4,013	1,125	...	...	...	...	...	...	...	328	16	
Inspections	...	...	...	21,483	...	...	...	...	21,483	...	...	...	
Miscellaneous charges (including cost of buildings, scholarships, etc).	...	...	...	59,737	...	412	1,623	1,44,418	2,09,790	...	...	...	
GRAND TOTAL FOR 1916-17.	697	54,294	12,668	3,79,833	...	40,799	9,09,694	3,96,044	17,26,370	...	11,419	2,335	
GRAND TOTAL FOR 1911-12.	620	46,307	11,549	3,68,777	48	34,688	8,12,872	4,36,621	16,53,006	...	10,626	...	

Education—Subsidiary Table VIII—*continued.*

DACCA DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1916-17.

Male population 6,137,087
Female ,, ... 5,900,562
Total ... 12,037,649

Number of boys of school-going age (at 15 per cent. of the male population under the Census of 1911) is 920,563.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1917.	Number of pupils on the rolls on the 31st March 1917.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.		REMARKS.
		Boys.	Girls.	Provincial revenues.	District Board funds.	Municipal funds.	Fees.	Other sources.	Total.		Male.	Female.	
1	2	3a	3b	4	5	6	7	8	9	10	11a	11b	12
High—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.			
Government ...	12	4,218	549	90,162	...	...	92,734	...	1,82,896	39 7 2	1,326	29	
Aided	41	17,018	...	60,394	...	...	3,33,863	16,874	4,11,131	25 2 2	4,645	...	
Unaided	129	42,441	...	...	...	...	7,25,969	84,906	8,10,875	20 15 2	9,324	...	
Total ...	182	63,677	549	1,50,556	...	...	11,52,566	1,01,780	14,04,902	23 8 3	15,295	29	
Middle English—													
Government	1	162	...	...	433	...	1,376	...	1,809	11 11 11	34	...	
Aided	177	19,430	333	34,976	30,920	180	1,96,239	37,320	2,99,635	16 10 8	8,447		
Unaided	260	25,846	4	...	...	...	2,09,788	50,095	2,59,883	10 15 3	9,105	2	
Total ...	438	45,438	337	34,976	31,353	180	4,07,403	87,415	5,61,327	13 6 6	17,586	8	
Middle Vernacular—													
Government	13	726	238	3,544	4,876	1,053	2,887	482	12,842	14 4 6	375	10	
Aided	89	4,803	80	16,127	2,689	88	18,496	1,898	39,298	8 9 9	2,260	4	
Unaided	3	140	...	...	...	...	627	313	940	6 12 11	77	...	
Total ...	105	5,669	318	19,671	7,565	1,141	22,010	2,693	53,080	9 7 7	2,712	14	
Upper Primary—													
Government	39	1,654	267	12,142	2,265	...	2,262	159	16,828	9 5 7	731	35	
Aided	530	25,425	1,876	10,523	49,382	3,053	53,831	19,757	1,36,546	5 3 3	11,970	223	
Unaided	17	903	142	...	...	...	2,354	906	3,260	3 7 7	383	2	
Total ...	586	27,982	2,285	22,665	51,647	3,053	58,447	20,822	1,56,634	5 6 6	13,084	260	
Lower Primary—													
Government	1,046	47,954	1,069	1,185	1,19,081	75	78,379	5,212	2,04,732	4 5 10	33,146	558	
Aided	7,770	163,099	66,791	25,591	2,37,994	11,414	2,76,608	50,971	6,02,578	2 12 11	107,919	36,752	
Unaided	1,676	30,463	11,964	...	...	...	35,991	11,272	47,263	1 3 5	21,171	7,318	
Total ...	10,492	241,516	79,824	26,776	3,57,875	11,489	3,90,978	67,455	854,573	2 13 2	162,236	44,628	
Special—													
Training	19	427	22	69,142	...	...	2,018	111	71,271	159 1 4	237	1	
Industrial	6	234	20	10,217	11,098	...	..	10,063	31,378	127 0 7	74	...	
Other	227	8,577	18	1,15,243	8,187	564	57,770	37,340(a)	2,19,104	27 9 8	6,534	...	
Total ...	252	9,238	60	1,94,602	19,285	564	59,788	47,514	3,21,753	37 4 5	6,845	1	
Total for Public Institutions.	12,055	393,520	83,373	4,49,246	4,67,725	16,427	20,91,192	3,27,679	33,52,269	7 7 10	217,758	44,940	
Private institutions ...	1,050	18,445	4,895	...	...		...	...	...	...	15,887	4,532	
Inspections	...	...	...	1,68,397	11,113	...	...	...	1,79,510	...	...	...	
Miscellaneous charges (including cost of buildings, scholarships, etc.).	...	...	...	1,11,309	88,114	2,461	516	2,30,090	432,420	...	...	...	
GRAND TOTAL FOR 1916-17.	13,105	411,965	88,268	7,28,952	5,66,952	18,888	20,91,708	5,57,769	39,64,269	...	233,645	49,472	6·7
GRAND TOTAL FOR 1915-16.	12,543	392,069	83,988	7,51,940	5,48,057	19,517	21,01,991	4,85,214	39,06,719	...	221,784	47,070	6·3

(a) Includes Rs. 240 from Native States.

Education—Subsidiary Table VIII—*continued.*

CHITTAGONG DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1916-17.

Male population 2,716,573
Female ,, ... 2,727,042

Total ... 5,443,615

Number of boys of school-going age (at 15 per cent. of the male population under the Census of 1911) is male 407,485.

Class of Schools for both boys and girls and other heads of charge.	Number of schools for boys and girls on the 31st March 1917.	Number of pupils on the rolls on the 31st March 1917.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.		Remarks.
		Boys.	Girls.	Provincial revenues.	District Board funds.	Municipal funds.	Fees.	Other sources.	Total.		Boys.	Girls.	
1	2	3a	3b	4	5	6	7	8	9	10	11a	11b	12
HIGH—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
Government	7	1,981	114	38,986	...	...	42,848	643	82,477	13·9	638	3	
Aided	22	8,769	...	38,486	360	...	1,76,154	10,082	2,25,082	25·6	3,130	...	
Unaided	63	17,375	...	...	...	...	2,81,931	22,850	3,04,781	17·5	6,235	...	
Total ...	92	28,125	114	77,472	360	...	5,00,933	33,575	6,12,340	21·7	10,003	3	
MIDDLE ENGLISH—													
Government	11	879	252	10,130	4,121	...	7,931	165	22,347	19·7	466	11	
Aided	102	13,579	...	17,210	19,791	120	1,13,590	16,646	1,67,357	12·3	5,722	...	
Unaided	144	14,607	...	...	...	...	96,319	35,470	1,31,789	9·0	5,400	...	
Total ...	257	29,065	252	27,340	23,912	120	2,17,840	52,281	3,21,493	10·9	11,588	11	
MIDDLE VERNACULAR—													
Government	1	48	...	2,123	...	...	6	6	2,135	44·5	...	...	
Aided	36	2,416	41	10,113	668	...	7,945	543	19,269	7·8	1,501	...	
Unaided	1	30	...	...	...	...	...	2,400	2,400	80·0		...	
Total ...	38	2,494	41	12,236	668	...	7,951	2,949	23,804	10·9	1,501	...	
UPPER PRIMARY.													
Government	9	333	110	5,337	138	...	172	...	5,697	12·7	186	...	
Aided	268	14,789	753	8,917	23,075	1,420	31,489	2,604	67,505	4·3	7,369	103	
Unaided	2	132	...	...	...	...	210	...	210	1·5	10	...	
Total ...	279	15,254	863	14,304	23,213	1,420	31,871	2,604	73,412	4·5	7,656	103	
LOWER PRIMARY.													
Government	494	24,680	2,696	3,383	57,136	...	31,002	780	92,301	3·4	17,089	1,492	
Aided	4,317	106,657	37,253	28,603	1,42,777	4,706	1,54,630	10,627	3,41,343	2·4	77,060	20,073	
Unaided	584	11,280	6,553	...	...	...	14,847	749	15,596	·3	8,782	4,658	
Total ...	5,395	142,617	46,502	31,986	1,99,913	4,706	2,00,479	12,156	4,49,240	2·3	102,961	26,223	
SPECIAL.													
Training	10	241	...	27,804	...	...	518	14	28,336	200·5	144	...	
Industrial	2	57	11	1,230	6,788	...	21	3,365	11 404	167·7	31	...	
Others...	113	6,528	11	46,720	7,427	560	31,225	25,834	1,11,766	17·0	5,384	...	
Total ...	125	6,826	22	75,754	14,215	560	31,764	29,213	1,51,506	22·1	5,559	...	
Total for Public Institutions.	6,186	224,381	47,794	2,39,092	2,62,281	6,806	9,90,838	1,32,778	16,31,795	5·9	139,238	26,340	
Private Institutions ...	782	19,691	3,810	...	...	...	...	...	...	...	17,738	3,646	
Inspections	...	...	...	93,312	8,389	366	...	...	1,02,067	...	...	...	
Miscellaneous charges (including) cost of buildings, scholarships, etc.).	...	...	...	30,508	32,059	1,527	553	89.866	1,54,513	...	...	...	
GRAND TOTAL FOR 1916-17.	6,968	244,072	51,604	3,62,912	3,02,729	8,699	9,91,391	2,22,644	18,88,375	6·3	157,006	29,986	59·9
GRAND TOTAL FOR 1915-1916.	6,633	240,475	50,078	3,71,651	3,14,308	7,509	10,11,269	2,25,923	19,30,660	6·6	153,227	28,564	59·4

Education—Subsidiary Table VIII—*concluded.*

RAJSHAHI DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1916-17.

Male population 5,250,254
Female ,, ... 4,878,450
Total ... 10,128,704

Number of boys of school-going age (at 15 per cent. of the male population under the Census of 1911) is 787,538.

Class of Schools for both boys and girls and other heads of charge.	Number of schools for boys and girls on the 31st March 1917.	Number of pupils on the rolls on the 31st March 1917.		Expenditure from—						Cost per head of pupils.	Number of Muhammadan pupils in each class of schools.		Remarks.
		Boys.	Girls.	Provincial revenues.	District Board funds.	Municipal funds.	Fees.	Other sources.	Total.		Boys.	Girls.	
1	2	3a	3b	4	5	6	7	8	9	10	11a	11b	12
				Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.			
HIGH—													
Government	8	3,066	...	48,264	...	...	67,468	85	1,15,817	37·7	897	...	
Aided	29	8,902	37	39,586	2,198	783	1,67,551	19,278	2,29,396	25·6	3,734	...	
Unaided	37	11,434	...	...	...	...	2,19,084	33,945	2,53,029	22·1	4,611	...	
Total ...	74	23,402	37	87,850	2,198	783	4,54,103	53,308	5,98,242	25·5	9,242	...	
MIDDLE ENGLISH—													
Government	10	1,311	6	...	2,619	110	13,535	1,911	18,175	13·8	660	...	
Aided	162	16,996	429	21,721	29,492	3,032	1,63,885	61,873	2,80,003	16·1	8,425	57	
Unaided	116	10,827	26	...	...	...	78,634	45,082	1,23,716	11·4	6,224	8	
Total ...	288	29,134	461	21,721	32,111	3,142	2,56,054	1,08,866	4,21,894	14·2	15,309	65	
MIDDLE VERNACULAR—													
Government	24	1,722	5	623	11,544	...	7,654	666	20,487	11·8	1 168	1	
Aided	26	1,343	406	3,739	3,797	625	8,467	6,282	22,910	13·1	899	28	
Unaided	7	534	...	...	...	...	2,712	1,946	4,658	8·7	449	...	
Total ...	57	3,599	411	4,362	15,341	625	18,833	8,894	48,055	11·9	2,516	29	
UPPER PRIMARY—													
Government	30	1,231	64	10,714	2,445	...	1,966	...	15,125	11·7	781	60	
Aided	514	22,699	1,576	12,457	54,285	1,211	52,727	20,245	1,40,925	5·7	13,809	675	
Unaided	16	688	29	...	...	...	1,400	652	2,052	2·3	417	22	
Total ...	560	24,618	1,669	23,171	56,730	1,211	56,093	20,897	1,58,102	6·0	15,007	757	
LOWER PRIMARY—													
Government	1,031	39,155	1,533	2,806	1,18,205	973	67,919	6,117	1,93,020	4·8	26,628	886	
Aided	5,383	1,13,703	34,843	32,937	2,04,281	9,125	2,02,122	47,828	4,96,293	3·3	75,816	26,769	
Unaided	733	12,053	5,613	...	...	...	12,304	7,468	19,772	1·1	7,780	4,434	
Total ...	7,147	164,911	41,989	35,743	3,22,486	10,099	2,82,345	61,413	7,12,085	3·4	110,224	32,089	
SPECIAL—													
Training	18	427	11	51,703	...	...	1,456	9,532	62,691	143·1	260	...	
Industrial*	22	453	210	26,843	15,103	...	5,127	11,714	58,787	88·6	117	2	
Other	273	7,584	1,744	17,346	13,762	2,009	18,766	48,139	1,00,022	10·7	7,037	1,744	
Total ...	313	8,464	1,965	95,892	28,865	2,009	25,349	69,385	2,21,500	21·2	7,474	1,746	
Total for Public Institutions.	8,439	254,128	46,632	2,68,739	4,57,731	17,868	10,92,777	3,22,763	21,59,878	7·2	159,772	34,686	
Private institutions ...	186	4,457	1,105	...	...	...	...	...	...	...	3,600	899	
Inspections	...	...	...	1,19,968	3,197	245	...	959	1,24,369	...	...	...	
Miscellaneous charges (including cost of buildings, scholarships, etc.	...	...	...	87,462	1,10,541	7,581	1.12,782	1,20,885	4,39,251	...	...	...	
GRAND TOTAL FOR 1916-17.	8,625	255,585	47,637	4,76,169	5,71,469	25,694	12.05,559	4,44,607	27,23,498	8·9	163,372	35,585	32·8
GRAND TOTAL FOR 1915-16.	8,129	242,684	43,237	4,68,659	5,05,217	19,149	11,07,552	4,12,268	25,32,845	9·0	151,834	31,340	30·8

* Includes Statistics for Agricultural and Survey Schools, both included,

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